

ALAGAPPA UNIVERSITY

[Accredited with 'A+' Grade by NAAC (CGPA:3.64) in the Third Cycle
and Graded as Category–I University by MHRD-UGC]

KARAIKUDI – 630 003

DIRECTORATE OF DISTANCE EDUCATION

P.G. Diploma in Human Resource Management

421 24



EMOTIONAL COMPETENCE

II - Semester

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Units (1 – 14)

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SYLLABI-BOOK MAPPING TABLE

Emotional Competence

CONTENTS

INTRODUCTION

Emotional intelligence and emotional competence are interrelated. Emotional intelligence refers to the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. In other words, they can influence the emotions of other people also.

The four core skills of emotional competence are self-awareness, self-management, social-awareness, and relationship-management. Emotions have widespread effects in organizations and underlie a broad range of dynamics in organizations. Today, the study of emotions in organizations is rapidly broadening with new behavioural change models build around emotions being developed and theoretical approaches being refined and sharpened. (1) EC is seen as a set of developed skills; (2) individuals that are emotionally competent are reacting to the emotion-eliciting environments with skills whereas emotionally intelligent individuals are responding with traits residing within those individuals; (3) third is the contribution of personal integrity to mature, emotionally competent functioning.

The book, *Emotional Competence* is divided into fourteen units. It is written with the distance learning student in mind. It is presented in a user-friendly format using a clear, lucid language. Each unit contains an Introduction and a list of Objectives to prepare the student for what to expect in the text. At the end of each unit are a Summary and a list of Key Words, to aid in recollection of concepts learnt. All units contain Self-Assessment Questions and Exercises, and strategically placed Check Your Progress questions so the student can keep track of what has been discussed.

BLOCK I
FUNDAMENTALS OF EMOTIONAL COMPETENCE

NOTES

UNIT 1 EMOTIONS AND EMOTIONAL INTELLIGENCE

Structure

1.0 INTRODUCTION

We all have different personalities, different wants and needs. We also have different ways of showing our emotions. Understanding all this takes tact and cleverness – especially if we hope to succeed in life. This is where emotional intelligence becomes important.

Emotional intelligence is the ability to recognize your emotions, understand what they're telling you, and realize how your emotions affect people around you. It also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively.

1.1 OBJECTIVES

After going through, this unit you will be able to:

- Discuss the meaning, types and effects of emotions
- Analyse the different theories and effects of emotions
- Describe the meaning and significance of emotional intelligence
- Analyse the characteristics of emotional intelligence

1.2 MEANING, TYPES AND EFFECTS OF EMOTIONS

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Emotion is a complex, subjective experience accompanied by biological and behavioural changes. Emotions involve feeling, thinking, and activation of the nervous system, physiological changes, and behavioural changes such as facial expressions. Emotionality is the observable behavioural and physiological component of emotion. It is a measure of a person's emotional reactivity to a stimulus. Most of these responses can be observed by other people, while some emotional responses can only be observed by the person experiencing them. According to author David G. Meyers, human emotion involves, 'physiological arousal, expressive behaviour and conscious experience.'

1.2.1 Different Theories and Effects of Emotions

Theories of motivation can be grouped into three categories: physiological, neurological, and cognitive. Physiological theories claim that responses within the body generate emotions. Neurological theories claim that brain activity produces emotions and finally, cognitive theories argue that thoughts and mental responses primarily elicit emotions.

- **Evolutionary Theory of Emotion**: Charles Darwin proposed that emotions are adaptive and evolved to facilitate survival and reproduction. For instance, feelings of love and affection guide people in finding mates and subsequently procreating; similarly, feelings of fear compel the fight or flight response in dangerous situations. Emotions motivate people to respond quickly to stimuli in the environment, thereby improving chances of success and survival. And, being able to comprehend the emotional state of other humans or animals also plays a crucial role in ensuring survival. For instance, if you encounter defensive behaviour, like a hissing and clawing animal, chances are you will quickly realize that the animal is frightened and leave it alone. By being able to correctly interpret the emotional output of other people and animals, you can respond appropriately and prolong survival.
- **The James-Lange Theory of Emotion**: The James-Lange theory is one of the best-known examples of a physiological theory of emotion. It was independently proposed by psychologist William James and physiologist Carl Lange. The theory suggests that emotions occur as a result of the physiological reactions to events. Essentially, an external stimuli will generate a particular physiological response and the emotional reaction will be dependent upon the interpretation of the physical reaction. For instance, you are walking in the woods and you see a grizzly bear, immediately you begin to tremble and your heart begins to race. The James-Lange theory would then posit that you will interpret your physical reactions and conclude that you are afraid (I am trembling, my heart is racing. I must be terrified;). To elucidate on this theory of emotion: you are not trembling because you feel frightened. Instead, you feel frightened because you are trembling.

- **The Cannon-Bard Theory of Emotion:** The Cannon-Bard theory of emotion is another well-known physiological theory. Walter Cannon disputed the James-Lange theory of emotion on several different aspects; a primary counter argument being that people can experience physiological reactions linked to emotions without actually experiencing those emotions. For example, your heart might race because you were jogging and not because you are afraid. Cannon also suggests that emotional responses occur much too quickly for them to be derived from physical states. When you encounter a threat in the environment, one may often feel afraid or endangered before one starts to experience the physical symptoms associated with fear such as, shaking hands, rapid breathing, or a racing heart. Cannon first proposed his theory in the 1920s and his work was later expanded on by the physiologist Philip Bard during the 1930s. The Cannon-Bard theory of emotion is designed around the understanding that we feel emotions and experience physiological reactions such as sweating, trembling, and muscle tension simultaneously. Even more specifically, emotions result when the thalamus sends a message to the brain in response to stimuli. Concurrently, the brain also receives signals triggering the physical aspects of the emotional experience. Cannon and Bard's theory suggests that the physical and psychological experience of emotion happen at the same time and that one is not the consequence of the other.
- **Schachter-Singer Theory**: Also known as the two-factor theory of emotion, the Schachter-Singer Theory is an example of a cognitive theory of emotion. A stimulus leads to a physiological arousal that is then cognitively interpreted and labelled, resulting in an emotion. Like the James-Lange theory, the Schachter-Singer theory proposes that people do infer emotions based on physiological responses, the crucial factor being the situation and the cognitive interpretation that people use to label that emotion. Similar to the Cannon-Bard theory, the Schachter-Singer theory also acknowledges that similar physiological responses can produce varying emotions. For instance, a racing heart and sweating palms during an important math exam could probably be labelled anxiety. However, if you experience the same physical responses on a date with your significant other, you might interpret those responses as love, affection, or arousal.
- **Cognitive Appraisal Theory**: According to appraisal theories of emotion, directed thinking occurs before experiencing any emotion. Richard Lazarus was a pioneer in this area of emotion, and this theory is accordingly often referred to as the Lazarus theory of emotion. The Lazarus theory suggests that a sequence of events first involves a stimulus, followed by thought which then leads to the simultaneous experience of a physiological response and the emotion. To use the same example, encountering a bear in the woods may immediately make you think that you are in great danger. This would then lead to the emotional experience of fear and the physical reactions associated with the fight-or-flight response.

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- **Facial-Feedback Theory of Emotion:** The facial-feedback theory of emotions suggests that facial expressions are connected to experiencing emotions. Charles Darwin and William James both noted early on that physiological responses often directly impacted emotion rather than the former simply being a consequence of the latter. It may even be suggested that emotions are directly tied to changes in facial muscles. For example, people who are forced to smile pleasantly at a social function will have a better time at the event than they would if they had frowned or even worn a neutral expression.

1.2.2 Types of Emotions

Let us analyse the different types of emotions here.

1. **Basic Emotions:** There are six basic emotions that are experienced by everyone in all human cultures.
    - Happiness
    - Sadness
    - Disgust
    - Fear
    - Surprise
    - Anger
2. **Combining Emotions:** Robert Plutchik gave 'wheel of emotions' like a colour wheel, emotions combine, to form another emotion like building blocks (joy and trust can be combined to create love).

Other types of emotions

Six basic emotions described by Eckman are just a portion of many different types of emotions that people may experience. He later added many more emotions. These emotions were:

- Amusement
- Contentment
- Excitement
- Contempt
- Embarrassment
- Relief
- Pride
- Guilt
- Satisfaction
- Shame

NOTES

Check Your Progress

1. What are the three categories of theories of motivation?
2. What is the other name for Schachter-Singer Theory?
3. What are the six basic types of emotions experienced in all human cultures?

1.3 EMOTIONAL INTELLIGENCE: MEANING AND SIGNIFICANCE

As mentioned earlier in the introduction, emotional intelligence, is the ability to recognize your emotions and understand what they are telling you, and consequently realize how your emotions affect those around you. This involves a shrewd perception of others and understanding how they feel in the situation. People with high emotional intelligence are usually successful in managing relationships and in most things they do. Why? Because they are the ones that others want on their team! When people with high emotional intelligence send an email, it gets answered; when they need help, they get it. They make others feel good, they go through life more easily than people who are quickly angered or made upset. The term Emotional intelligence, or EQ, was popularised (not invented) by Daniel Goleman (1995) in his bestseller *Emotional Intelligence: Why It Can Matter More than IQ*. It refers to the capacity to recognise and direct our own emotions and the emotions of others close to us. It is often believed to be more pivotal than IQ for career success and the achievement of goals. With the effusion of the EQ phenomenon, much thinking and research has been conducted around the concept and resulted in multiple, separable models of EQ. Below is the outline of the Mayer-Salovey-Caruso model as an example of this further developed understanding. The four main facets of EQ under this model are as follows:

- **Perceiving Emotions**: The ability to identify emotional messages in facial expression, tone of voice and even works of art. People who are skilled at perceiving emotions in themselves and others have an advantage in social situations, as they are more likely to understand things from another person's perspective and are more empathic.
- **Using Emotions to Facilitate Thinking**: Emotions hold the power to change the way we think. When we are happy we may think that everything is possible, whereas when we are sad we tend to have more demotivating thoughts. We can utilise our emotions for more effective problem-solving, reasoning, decision making and our creative endeavours.
- **Understanding Emotions**: It is not enough to notice emotions, we need to figure out the message they intend to convey. Why do we have certain emotions? And where do they come from? What are they likely to lead us to? For example, it is important to understand, that irritation may lead to

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anger, feelings of insecurity and unpredictable outbursts. Emotionally intelligent individuals are capable of labelling emotions with words appropriately and precisely, and also understand nuanced feelings and even contradictory emotional states.

- **Managing Emotions**: Emotional management or regulation does not eliminate troubling emotions (life would be limited it such was the case) instead, it is about learning how to gain control over them. Successful emotion-managers are capable of healthily dealing with their own emotions and helping others deal with theirs as well.

Separation of these EQ branches makes sense when we apply these findings to real life: a person may be skilled at listening to people and empathizing with them, but still fail to make good contact simply because he or she cannot comprehend non- verbal cues. Making emotional perception the aspect requiring an intervention. The concept of emotional intelligence, however, is not without its trouble. There is much debate about which branches should go where, whether emotional intelligence is about authentic emotion rather than our ability to rationally conceptualise it in situations we think require an emotional response. Further, what is the best way to measure EQ? Still, emotional intelligence seems to offer useful insights into the convoluted and complex inner worlds of human beings

1.3.1 Characteristics of Emotional Intelligence

Emotional intelligence as told by Daniel Goleman has five main elements. These elements help in understanding what emotional intelligence is. The important elements are:

- **Self-awareness**: Self-awareness refers to understanding one's own emotions, and to not let the feelings out of control. The people who are self-aware are confident, strong to accept their weakness and trust their intuition. They are willing to do work to improve themselves.
- **Self-regulation:** Self-regulation means keeping one's self in check. This kind of people control their impulses, keep their emotions intact and think of the pros and cons before they act. Self-regulatory people are thoughtful, comfortable with change, have integrity and have the ability to say no.
- **Motivation:** High emotional intelligence requires motivation. People who are highly motivated have willingness to change their results if it helps in long-term success. These people are highly motivated, productive, don't shy away from challenges and are very effective.
- **Empathy:** Empathy means identifying and understanding the other person's thoughts, needs and feelings. Thus, empathetic people manage relationships excellently, are good listeners and relate well with others. They do not stereotype and do not judge too quickly. They are very open and honest.
- **Social skills:** People with good social skills are easy to talk to and are very likeable. These people are good team players. These people help

others in their work, in their development rather than their own success. They can communicate easily and can solve disputes.

1.3.2 Effects of Emotional Intelligence

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Emotional intelligence can affect your daily life in many ways:

- **Emotional intelligence can help in complex social situations**

  In workplace or in school high emotional intelligence can help in leading and motivating people, in excelling in career and can help in interviews as well.

- **High emotional intelligence helps in managing stress**

  If a person can't handle their emotions, they might not be able to handle stress. This can affect the physical health of the person as high stress leads to high BP, risk of heart problems, infertility and speeds aging process. So, with emotional intelligence, a person can avoid these problems.

- **Uncontrolled emotions and feelings can lead to depression and anxiety-**

  Thus affecting mental health. This can affect relations and work, leaving a person vulnerable and lonely, thus deteriorating mental health.

- **If you have high emotional intelligence**

  You are able to express yourself and understand others. This can help you in building a good and strong relationship, helping you in work and in personal life.

- **Emotional intelligence helps in socializing with people**

  Differentiating real people who genuinely care for you from those who hate you, helps in feeling loved and happy. This increases your social intelligence helping you in life.

1.3.3 Significance of Emotional Intelligence

The term 'Emotional intelligence' was coined by Mayer and Salovey. It refers to accurately perceiving, processing and regulating emotional information. It helps in thinking and understanding one's own self and others. It can help in living a happy and fulfilling life. Emotional intelligence (EI) is a dynamic aspect of a person's life, and has behavioural traits which can be modified. EI could be learnt where it is absent and improved upon where it is present. It provides a framework to live a happy life personally and professionally.

How to improve your emotional intelligence?

Emotional intelligence is a capacity to be aware of, control or access things and the handling of interpersonal relationships. Emotional intelligence is a skill that can be developed and learned. Here are some strategies that can be used while working on one's skills:

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- **Observing one's reaction to people**: There are few things that must be observed when you react to people they are, "do you feel that often/ sometimes you rush to the judgement or the reasoning of something before the full facts are presented to you?", "do you think that stereotyping is common with you?"

  Introspect yourself that how you interact and react to people. Putting yourself in others situations, being more humble, open and accepting the perception of others will improve your way to react to people.

- **Understanding one's work environment**

  "Is attention given to you for the achievements that you make?" Being silently confident and knowing your work without showing-off to others is an amazing quality that one can possess. Humility can be an amazing way to give chance to others. Don't always do things to get a praise for yourself but also take others with you.

- **Doing self-evaluation:** One should be aware of his/her strengths and weaknesses. Accepting your own mistakes and working on the aspects in which you are not perfect. These are ways by which self-evaluation can be done and doing these things honestly can have a major positive effect on one's lives.

- **Examination of one's reaction in stressful situations:** "Does it bother you when things does not work accordingly to you or if something get delayed?", "do you get angry easily?" Being calm, controlled are some important keys in a stressed situation.

- **Being responsible for one's actions:** Apologizing for your mistakes; forgiving people and forgetting the bad memories can make things right and can avoid fights.

- **Examination of one's action:** Putting yourself in other's situations and analysing the consequences of your actions to others can affect others in a positive way.

1.3.4 Working with Emotional Intelligence

These are some ways which will help you to work better with your emotional intelligence. Below are some guidelines that will act as a blueprint for learning and teaching emotional intelligence.

- **Examine the job that you do**

  Before going under any training, one should ask himself/herself that how they can do this job wonderfully and what can be their contribution to make things better at work.

- **Assess the individual**

  Evaluating oneself not on the basis of one source but also considering multiple perspectives can help boost the emotional intelligence.

- **Delivering of assessments with care**

  If there was any task related to emotional intelligence, then performing your best in and also giving chance to others can make a perfect balance.

- **Gauge readiness**

  Forcing people to do any task if they don't want to do it can make situations worse, so it's better to show resentment instead of quitting things and further being enthusiastic.

- **Motivation**

  It can play a major role. Training and motivation are directly related, the more a person is motivated, the more the effectiveness of the training increases.

- **Make changes that are self-directed**

  Change is very effective when it is related to our interests, our lives, resources and goals.

- **Focus should be on clear, manageable goals**

  The work, challenges and tasks into smaller parts or steps and integrating them at the end makes the work and tasks much easy.

- **Relapse must be prevented**

  Each person should be told that they can have an experience of bad days when they will do their old habits. (Earn valuable lessons from those slips).

- **Performance must be given**

  A feedback helps a person to know how he is doing and makes him/her to be on track.

- **Encourage practice**

  Practicing a thing repeatedly helps to learn a new skill more effectively.

- **Arrange support**

  Emotional intelligence can be boosted by mentoring and supporting.

- **Provide models**

  Learning can be at its best when it's done by observing others, if a person can demonstrate a competence, then it creates a classroom for other person.

- **Reinforcement and encouragement**

  Positive reinforcement can boost a person's emotional intelligence and it can make a person more effective at doing work and tasks.

- **Evaluation**

  Evaluation of things can help to understand them properly and make the goals and target clear. It makes a perfect balance between a person's surrounding and emotional intelligence.

NOTES

Check Your Progress

4. Who popularized the term emotional intelligence?
5. Who coined the term emotional intelligence?

1.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Theories of motivation can be grouped into three categories: physiological, neurological, and cognitive.
2. Schachter-Singer Theory is also known as the two-factor theory of emotion.
3. There are six basic emotions that are experienced by everyone in all human cultures.
   - Happiness
   - Sadness
   - Disgust
   - Fear
   - Surprise
   - Anger
4. The term Emotional intelligence, or EQ, was popularised (not invented) by Daniel Goleman (1995) in his bestseller *Emotional Intelligence: Why It Can Matter More than IQ*.
5. The term 'Emotional intelligence' was coined by Mayer and Salovey.

1.5 SUMMARY

- Emotion is a complex, subjective experience accompanied by biological and behavioural changes. Emotions involve feeling, thinking, and activation of the nervous system, physiological changes, and behavioural changes such as facial expressions.
- Theories of motivation can be grouped into three categories: physiological, neurological, and cognitive. Physiological theories claim that responses within the body generate emotions.
- Neurological theories claim that brain activity produces emotions and finally, cognitive theories argue that thoughts and mental responses primarily elicit emotions.
- Robert Plutchik gave 'wheel of emotions' like a colour wheel, emotions combine, to form another emotion like building blocks (joy and trust can be combined to create love).

NOTES

- There exist different personalities, different needs, different wants and different ways of showing emotion. Navigating through the variety takes tact especially if we wish to succeed in life.
- Emotional intelligence, is the ability to recognize your emotions and understand what they are telling you, and consequently realize how your emotions affect those around you. This involves a shrewd perception of others and understanding how they feel in the situation.
- The term Emotional intelligence, or EQ, was popularised (not invented) by Daniel Goleman (1995) in his bestseller *Emotional Intelligence: Why It Can Matter More than IQ*. It refers to the capacity to recognise and direct our own emotions and the emotions of others close to us.
- The ability to identify emotional messages in facial expression, tone of voice and even works of art. People who are skilled at perceiving emotions in themselves and others have an advantage in social situations, as they are more likely to understand things from another person's perspective and are more empathic.
- Emotional management or regulation does not eliminate troubling emotions (life would be limited it such was the case) instead, it is about learning how to gain control over them. Successful emotion-managers are capable of healthily dealing with their own emotions and helping others deal with theirs as well.
- Self-awareness refers to understanding one's own emotions, and to not let the feelings out of control. The people who are self-aware are confident, strong to accept their weakness and trust their intuition. They are willing to do work to improve themselves.
- The term 'Emotional intelligence' was coined by Mayer and Salovey. It refers to accurately perceiving, processing and regulating emotional information. It helps in thinking and understanding one's own self and others. It can help in living a happy and fulfilling life. Emotional intelligence is a dynamic aspect of a person's life, and has behavioural traits which can be modified.
- Emotional intelligence is a capacity to be aware of, control or access things and the handling of interpersonal relationships. Emotional intelligence is a skill that can be developed and learned.

1.6 KEY WORDS

- **Emotional intelligence:** The capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

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- **The James–Lange theory:** A hypothesis on the origin and nature of emotions and is one of the earliest theories of emotion within modern psychology. It was developed independently by two 19th-century scholars, William James and Carl Lange.

1.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What are the different types of emotions?
2. State the characteristics of emotional intelligence.
3. What are some of the effects of emotional intelligence?

Long Answer Questions

1. Analyse the different theories and effects of emotions.
2. Describe the meaning and significance of emotional intelligence.
3. Discuss the significance of emotional intelligence.

1.8 FURTHER READINGS

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UNIT 2 EMOTIONAL COMPETENCIES

NOTES

Structure

2.0 INTRODUCTION

Emotional competence refers to one's ability to express or release one's inner feelings (emotions). It implies an ease around others and determines one's ability to effectively and successfully lead and express.

It is described as the essential social skills to recognize, interpret, and respond constructively to emotions in yourself and others. This unit describes the meaning and types of emotional competence, personal competence and social competence.

2.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the different types of emotional competence
- Analyse the essential factors of social competence
- Discuss the meaning of conflict management
- Describe the meaning of intercultural communication

2.2 MEANING AND TYPES

Goleman (1998) defines emotional competence as a learned capability based on emotional intelligence that results in outstanding performance at work.

Integrating the work of Goleman (1995; 1998) and Boyatzis (1982), the above mentioned definition is useful in understanding that a person demonstrating emotional competence also showcases self-awareness, self-regulation and management, relationship management and social awareness at appropriate times and in enough frequency to be effective in any given situation.

To be adept at emotional competence that supports effective conflict management requires an underlying ability in EI fundamentals, social awareness and relationship management.

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Yet, emotional competencies are abilities to be learnt. It means that we have the potential to become skilled at these competencies. We need: (i) opportunities to develop and apply our abilities; (ii) will to learn; and (iii) intent to change after receiving feedback about our efforts.

2.2.1 Types of Emotional Competence

The framework of emotional competence consists of different yet essential clusters. These clusters can also be grouped under two broad types of competence: personal and social competence. Let's learn each of these types and sub-types.

I. Personal Competence

1. **Self Awareness**

   Emotional Awareness: ability to identify one's emotions and their effects. People with this competence:

   - Know which emotions they are feeling at any given moment and the reasons behind the elicited emotions.
   - Know the links between their feelings and what they think, do, and/or say.
   - Know the link between their feelings and how they impact their performance.
   - Use their feelings to guide their values and goals.

   Accurate Self-Awareness: critical and correct knowledge about one's strengths and limits. People with this competence are:

   - Aware of their strengths and weaknesses.
   - Open to learning from experience and reflecting on it.
   - Open to candid feedback, novel perspectives, continuous learning, and self-development.

   Self-Confidence: sureness about one's self-worth and capabilities. People with this competence have the ability to:

   - Present themselves with self-assurance.
   - Voice views that are unpopular and go out on a limb for what is right.
   - Show decisiveness, ability to make sound decisions despite uncertainties and pressures.

2. **Self Regulation**

   Self-Control, Management and Regulation: managing disruptive emotions and impulses. People with this competence are able to:

- Manage their impulsive feelings and distressing emotions in an adept manner.
- Remain composed, positive, and unflappable even in trying moments.
- Think and reason clearly and stay focused under pressure.

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Trustworthiness: sustain standards of honesty and integrity. People with this competence:

- Act and react ethically.
- Foster trust through their reliability and authenticity.
- Admit their own mistakes and confront others' unethical actions.
- Undertake tough, principled stands even if they are unpopular.

Conscientiousness: taking responsibility for personal performance. People with this competence:

- Meet commitments and keep promises.
- Hold themselves accountable for meeting their objectives.
- Are organized and meticulous in their work.

Adaptability: flexibility in handling change. People with this competence:

- Handle many demands, manage shifting priorities, and deal with rapid change, with ease.
- Adapt their responses and tactics to fit fluid circumstances.
- Demonstrate flexibility in how they perceive events.

Innovativeness: Being comfortable with and open to novel ideas and information. People with this competence:

- Seek fresh ideas from a wide variety of sources. Entertain original solutions to problems.
- Generate new ideas.
- Take fresh perspectives and calculated risks due to their innovative and creative thinking.

3. Self Motivation

Self-Motivation: Striving for continuous improvement to meet a standard of excellence. People with this competence:

- Are result-oriented, with a high drive to meet their preset objectives and standards.
- Set challenging goals and take calculated risks.
- Proactively search for information to reduce uncertainty and find ways to improve.
- Learn how to improve their performance.

NOTES

Commitment: ability to align with the goals of the group or organization. People with this competence:

- Readily make personal or group sacrifices to meet a larger organizational goals.
- Find a sense of purpose in the larger mission or bigger picture.
- Use the group's core values in making decisions and clarifying choices.
- Find opportunities to fulfill the group's mission.

Initiative: readiness to act on opportunities. People with this competence:

- Are ready to seize opportunities.
- Pursue goals beyond what is required or expected of them.
- Bend the rules as and when required to get the job done.
- Mobilize and motivate others through unusual, enterprising efforts.

Optimism: ability to exude persistence when pursuing goals despite obstacles and setback one may face. People with this competence:

- Persist and persevere when seeking goals despite obstacles and setbacks.
- Are motivated due to hope of success rather than fear of failure.

II. Social Competence

4. Social Awareness

Empathy: Sensing others' feelings and perspective, and taking an active interest in their concerns. People with this competence:

- Are attentive, take note of emotional cues and listen well.
- Show sensitivity to understand others' perspectives without undue judgement.
- Offer help on the basis of understanding other people's needs and feelings.

Service Orientation: Anticipating, recognizing, and meeting clients' needs. People with this competence:

- Understand others' needs, specifically, clients' needs and match them to services or products.
- Seek ways to increase staff and clients' satisfaction and loyalty.
- Offer appropriate help or assistance.
- Understand other's perspectives to act like a trusted adviser.

Development Orientation: Sensing what others need to develop, and bolster their abilities. People with this competence:

- Acknowledge and reward people's strengths, accomplishments, and development.

- Offer critical and constructive feedback.
- Provide timely coaching or mentorship, offer assignments that challenge and grow a person's skills.

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Leveraging Diversity: cultivating opportunities through diverse people. People with this competence:

- Respect and relate to people from varied backgrounds.
- Understand diverse worldviews
- Sensitive to group differences
- Perceive diversity as opportunity rather than a liability.
- Creating an environment where diverse people can thrive.
- Challenge biases and intolerance.

Political Awareness: reading a group's emotional currents and power relationships. People with this competence:

- Accurately identify key power relationships.
- Detect crucial social networks.
- Comprehend the forces that shape views and actions of clients, stakeholders and/or competitors.
- Correctly read situations and organizational and external realities.

Social Awareness: wielding effective tactics for persuasion. People with this competence:

- Build rapport well.
- Are skilled at persuasion.
- Fine-tune presentations to appeal to the needs and demands of listener.
- Use complex strategies like indirect influence to build consensus and support.

5. Social Skills

Communication: sending clear and persuasive messages. People with this competence:

- Are adept at registering emotional cues in attuning their message.
- Deal with difficult issues in a straightforward manner.
- Listen well, seek mutual understanding, and welcome sharing of information.
- Build channels of open communication.
- Remain receptive to bad news as well as good.

Leadership: inspiring and guiding groups and people. People with this competence:

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- Inspire others.
- Articulate and arouse enthusiasm for a shared vision and mission.
- Step forward to lead, regardless of their position.
- Guide the performance of others while holding them accountable.
- Lead by example.

Change Catalyst: initiating or managing change. People with this competence:

- Recognize the need for change and remove barriers for that requisite change.
- Challenge the status quo to acknowledge the need for change.
- Champion the change and enlist others in its pursuit.
- Model the change that is expected of others.

Conflict management: negotiating and resolving disagreements. People with this competence:

- Handle difficult people and tense situations with diplomacy and tact-spot potential conflicts, bring disagreements in the open, and help diffuse the situation.
- Encourage dialogue and open discussion.
- Orchestrate win-win solutions.

After recent research, Goleman added three groups of competencies to the social awareness/skills cluster that are useful and needed in workplaces. They are as follows:

Building Bonds: nurturing instrumental relationships. People with this competence:

- Cultivate and maintain extensive informal networks.
- Seek out relationships that are mutually beneficial.
- Build rapport and keep others in the loop.
- Make and maintain personal friendships among work associates.

Collaboration and Cooperation: working with others toward shared goals. People with this competence:

- Balance attention towards tasks and relationships.
- Collaborate, sharing plans, information, and resources.
- Promote a friendly, cooperative climate.
- Spot and nurture opportunities for collaboration.

Team capabilities: creating group synergy in pursuing collective goals. People with this competence:

- Model team qualities such as respect, helpfulness, and cooperation.
- Draw all members into active and enthusiastic participation.
- Build team identity, spirit, and commitment.
- Protect the group and its reputation
- Share credit and rewards with team members.

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Intercultural Communication

The key factor in organisational success is creating an atmosphere of openness with clear lines of communication. People who deal with difficult issues by being straightforward, being receptive to good news as well as bad, welcome sharing information completely and listen well, who are you able to have open communication, and can give and take emotional information are those people who exhibit the communication competence. Understanding others emotional states and controlling the impulsive responses in ways that might sour the emotional climate are the factors on which a healthy dialogue depends, therefore this competence come from both managing ones emotions and empathy. The more people prefer to deal with people who can execute this competence, this is concluded from data taken from managers and executives (J. Walter Clarke Associate, cited in Goleman 1998b).

Conflict management competence

Trouble can be spotted in expertise of those adept in the conflict management competence as it is infusing and taking steps to calm those who are involved. Skills of handling difficult situations and people with tactfulness, encouraging open discussion and debate, and arranging win-win situations require qualify of listening and empathising. For long- lasting relationships in the workplace, negotiations and effective conflict management is crucial. This clump is also associated to many others, just like other clusters. People have to be aware of what is happening in their team to spot trouble as it is infusing. To spot trouble the ability to understand others emotions and having a level of understanding of diversity and differences is crucial. Conflict management cannot be effective without having clear picture of issues that causes conflict in workplace, such causes can be occurring changes in workplace, brawling due to heterogenity of personality, with causes, identifying impact of own reactions and responses on co-workers is also very important.

Creative and critical thinking

Creative thinking is a way of looking at problems or situations from a fresh perspective to conceive of something new or original. Critical thinking is the logical, sequential disciplined process of rationalizing, analysing, evaluating, and interpreting information to make informed judgments and/or decisions.

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Check Your Progress

1. How has Goleman defined emotional competence?
2. Differentiate between creative and critical thinking.
3. What are the qualities of people with team capabilities?

2.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Goleman (1998) defines emotional competence as a learned capability based on emotional intelligence that results in outstanding performance at work.
2. Creative thinking is a way of looking at problems or situations from a fresh perspective to conceive of something new or original. Critical thinking is the logical, sequential disciplined process of rationalizing, analysing, evaluating, and interpreting information to make informed judgments and/or decisions.
3. People with team capabilities show qualities such as:
   - Model team qualities such as respect, helpfulness, and cooperation.
   - Draw all members into active and enthusiastic participation.
   - Build team identity, spirit, and commitment.
   - Protect the group and its reputation
   - Share credit and rewards with team members.

2.4 SUMMARY

- Goleman (1998) defines emotional competence as a learned capability based on emotional intelligence that results in outstanding performance at work.
- Integrating the work of Goleman (1995; 1998) and Boyatzis (1982), the above mentioned definition is useful in understanding that a person demonstrating emotional competence also showcases self-awareness, self-regulation and management, relationship management and social awareness at appropriate times and in enough frequency to be effective in any given situation.
- Emotional competencies are abilities to be learnt. It means that we have the potential to become skilled at these competencies. We need: (i) opportunities to develop and apply our abilities; (ii) will to learn; and (iii) intent to change after receiving feedback about our efforts.
- People with accurate self-awareness are:
   - o Aware of their strengths and weaknesses.
   - o Open to learning from experience and reflecting on it.

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- o Open to candid feedback, novel perspectives, continuous learning, and self-development.
- People with flexibility:
  - o Handle many demands, manage shifting priorities, and deal with rapid change, with ease.
  - o Adapt their responses and tactics to fit fluid circumstances.
  - o Demonstrate flexibility in how they perceive events.
- People with leadership qualities:
  - o Inspire others.
  - o Articulate and arouse enthusiasm for a shared vision and mission.
  - o Step forward to lead, regardless of their position.
  - o Guide the performance of others while holding them accountable.
  - o Lead by example.
- The key factor in organisational success is creating an atmosphere of openness with clear lines of communication.
- People who deal with difficult issues by being straightforward, being receptive to good news as well as bad, welcome sharing information completely and listen well, who are you able to have open communication, and can give and take emotional information are those people who exhibit the communication competence.
- Trouble can be spotted in expertise of those adept in the conflict management competence as it is infusing and taking steps to calm those who are involved. Skills of handling difficult situations and people with tactfulness, encouraging open discussion and debate, and arranging win-win situations require qualify of listening and empathising.
- Creative thinking is a way of looking at problems or situations from a fresh perspective to conceive of something new or original. Critical thinking is the logical, sequential disciplined process of rationalizing, analyzing, evaluating, and interpreting information to make informed judgments and/or decisions.

2.5 KEY WORDS

- **Emotional competence**: It refers to the essential social skills to recognize, interpret, and respond constructively to emotions in yourself and others. The term implies an ease around others and determines one's ability to effectively and successfully lead and express.
- **Conflict management**: It refers to techniques and ideas designed to reduce the negative effects of conflict and enhance the positive outcomes for all parties involved.

2.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

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Short-Answer Questions

1. Briefly state the meaning of emotional competence.
2. What is conflict management competence?
3. Write a short note on creative and critical thinking.

Long-Answer Questions

1. Analyse the different types of emotional competence.
2. Describe the qualities needed for social competence.
3. 'The key factor in organisational success is creating an atmosphere of openness with clear lines of communication.' Describe the statement.

2.7 FURTHER READINGS

Saarni, Carolyn. 1999. *The Development of Emotional Competence*. New York: Guilford Press.

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UNIT 3 SELF-MARKETING

NOTES

Structure

3.0 INTRODUCTION

Self-marketing gives people more opportunities to effectively communicate their values, skills, experiences, and vision. Successful self-marketing is also closely connected to one's power of intuition and how one uses it to enhance one's future.

Intuition is a phenomenon of mind, where the mind acquires knowledge without a use of reason. Intuition is seen as greater knowledge, knowledge beyond intelligence, opposite to our rational thinking. It is the ultimate state of humanity, as animals rely on their instinct, we humans have intuition.

3.1 OBJECTIVES

After going through this unit, you will be able to:

- Understand the meaning of self-marketing
- Discuss the sources of gut feeling
- Analyse the power of intuition
- Describe the process of understanding one's emotions and their effects.

3.2 INTRODUCTION TO SELF-MARKETING

Self-marketing is a process in which a person promotes himself/ herself rather than a product or object. The basic idea of self-marketing is to master the skills one possesses.

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3.2.1 The Inner Rudder

There are seven strategies of marketing oneself effectively and efficiently.

1. **Identify your niche**: This means identifying your interest, talents, passions, exploring possibilities for how to innovate and silver problems. Focusing on one's special skills.
2. **Recognize your expertise**: Showcasing what knowledge you possess and building a knowledge base for that grows your reputation with the leaders of your field and community.
3. **Share your wisdom**: Share what you know and contribute your knowledge in the form of articles, blogs, speeches, etc. Make sure it is well written, less time consuming and valuable to others.
4. **Build a community**: By grouping like-minded people of a specific field together and confiding with them.
5. **Be a service to others**: Help guide or advice others, by offering your talents to a local non- profit organization.
6. **Be social savvy**: Spend time on social media like Facebook, Instagram, Twitter and LinkedIn, share or showcase your talent or expertise on them. However make a note of time you spend on social networking sites.
7. **Remember who you are:** This is the message to the world.

3.2.2 Source of Gut Feeling and Power of Intuition

Intuition is a sudden string judgment. It is called a gut feeling. It is formed from the perception of something outside and not inner force like facial expressions, tone of voice that you are not even aware you noticed.

Best psychological explanation psychologists offer of intuition is a mental matching game –the brain perceives the sensed object, does a search and finds its analogue among memories and knowledge.

Based on these analogues, the brain describes meaning in a situation like for example - A doctor after a glance at a plain young woman who complains of fatigue and short breath would intuit that she is suffering from anemia.

The gut has its own million nerve cells but the intuition does not originate there but it signals from the brain. 'Gut' is another word for stomach. The most interconnected network of neurons after the brain in found in the stomach area.

Despite misconception, intuitions are benefiting as they allow us to understand and use information that guide us through our life. Bruce Kurnodd made an argument in Forbes that intuition is the highest form of intelligence. Sometimes a corporate mandate or group think or produce a certain outcome that can cause your rational mind to go in wrong direction. At such times intuition holds the power for a saner approach.

Smart people listen to this feeling, said Kasonoff.

Some interesting similarities between gut feelings and hunches are:

- The output of intuitive processing is both hunches and gut feelings.
- With other processing outputs, they stream into our consciousness, and only an individual who is trained can differentiate between the signal versus noise.
- They lead us to accurate results; they both require significant training.

Intuition is a build-up of experiences, instincts and senses, which includes heightening the touch, feeling, sight, hearing, and taste to its very peak. The observation of one's own mental and emotional processes, results in intuition. It is more of "feel" rather than "logic*" — it's your ability to sense things before they hit you.*

More recently, intuition has been linked to successful executive management and been favoured by successful individuals like Steve Jobs, who said, "In my opinion intuition is a very powerful thing, more powerful than intellect. That's had a big impact on my work." However, intuition also has a bad reputation. Dr. Gerd Gigerenzer, a German social psychologist and director at the Max Planck Institute for Human Development, told *The New York Times* that is because "it is not thought to be rational" that can be a problem in "some situations, where too much information is demanded. Plus, it's slow."

It was further added by Dr. Gigerenzer that, "When a person relies on their gut feelings and uses the instinctual rule of thumb 'go with your first best feeling and ignore everything else,' it can permit them to outperform the most complex calculations." According to Dr. Gigerenzer gut feeling, is "a judgment that is fast. It comes quickly into a person's consciousness. The person doesn't know why they have this feeling. Yet, this is strong enough to make an individual act on it. You do not fully know where it comes from."

Intuition can be beneficial, despite the misconceptions. It's a form of intelligence that allows you to understand and use information that will guide you throughout life. In fact, it was argued by Bruce Kasanoff in *Forbes* that intuition, is in fact, the highest form of intelligence. "Sometimes, a corporate mandate or group-think or your desire to produce a certain outcome can cause your rational mind to go in the wrong direction. At times like these, it is intuition that holds the power to save you," writes Kasanoff.

"That 'bad feeling' gnawing away at you is your intuition telling you that no matter how badly you might wish to talk yourself into this direction, it is the wrong way to go."

"Those people who are smart listen to those feelings," concludes Kasanoff. "And the smartest people among us - the ones who make great intellectual leaps forward - cannot do this without harnessing the power of intuition."

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How intuition enhances your life?

There are growing body of anecdotal evidence combining solid research efforts that suggest, intuitions are critical aspects of human interacting with environment and how we make many decisions There is a solid research that suggests critical aspects that how humans communicate with the environment and then make decisions but exactly what people do intuit differently and help enhance their life is that they listen to the intuiting voice and not ignore it.

Slowing down the fast paces, spending time with self, listening to the voice in the back of one's head, practicing empathetic accuracy, reading others' body language and tone of voice in order to understand their thoughts and feelings –it's an effective way to develop more meaningful relationships.

Tips to harness the power of intuition

- While making a decision you choose between your thoughts and your gut. Instead of over-analyzing consider how you feel of the decision, keep in mind while listening to the gut, keep calm.
- Internal or external, what is the force that affects your decision. Inside force is you, outside is your family friends pushing you in a direction.
- Keep a journal - chronicle your thoughts even if it is a little thing helping non-conscious mind open.
- Knowing or thinking - rely on the gut instincts then research huge amount of stats.
- Silence the internal critic that induces fear.
- Remember that gut feeling could always be wrong as well; full dependency is not advisable before making risky decisions, think it through.

3.2.3 Emotional Awareness and Recognizing One's Emotions and their Effects

- Emotional awareness is the understanding which you have about your own and others' emotions.
- Emotional awareness is a small part of emotional intelligence (E.I) which means understanding and regulating emotions according to the situations.

  For Example: Cheering up others when they are feeling low.
- Emotional awareness also means to know what action leads to what emotions and therefore helps to make better decisions.

Why do you need emotional awareness?

- You can communicate your emotions in a better way.
- You can understand others better.

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- We can actually tackle difficulties in life in a better way by knowing our own emotional state and other's too by setting boundaries.
- We can help ourselves and others in being happy if we will know what can make us happy.
- Emotional awareness help individuals to face challenges without panicking or repressing what you are feeling; instead it will help you to know why you are feeling and how to take care of yourself.

Recognizing one's emotion

To manage emotions properly first we should be known to that emotion. Some people ignore their emotional reactions and keep their emotions inside and this repression and denial leads to lack of self-knowledge, difficulty in regulating intense emotions. To know emotions we first need to have space to know what exactly is happening, it needs complete honesty with oneself. Many times we find it difficult to accept the truth. Most important thing is to completely open and be honest with oneself.

How to recognize emotions

Dr. Marsha Linehan created DBT (Dialectical Behavioural Therapy) which tells about six steps to know ones emotions:

1. What happened (describing emotional event)?
2. Why do we think something happened?
3. How did the situation make you feel emotionally or physically?
4. What do you want to do as a result of how you felt?
5. What did you do for the emotion you felt and what did you say about it?
6. How your work/ actions and emotions affect you afterwards?

How do negative emotions affect us?

Anger, fear, frustration and anxiety are states that people face often but try to avoid because they make them uncomfortable and gives stress to body and mind. Sometimes due to these emotions people feel that they will remain like this always and that feelings themselves are the problems.

More often such feelings are beneficial because they can also send us messages. Anger and anxiety, for example, show that something needs to change and perhaps that our well-being is in danger. Fear is an appeal to us that we should increase our level of safety. Resentment motivates us to change something in relationship, frustration does the same.

Negative emotions, actually tell you what is to be changed to have positive life.

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Effects of Negative Emotions

Emotions that lead to stress generally need to be avoided, ignored but they can actually be healthy for us to experience. Like anger, fear, frustration – best way is to face them without denying them.

The idea of negative emotions is difficult and avoiding these emotions many times actually backfire.

Positive emotion at its high can be negative too by having unrealistic expectations, being very much optimistic like hope, joy and gratitude can lead to uncomfortable states like anxiety.

Managing Negative Emotions

This is a common problem for many people: just how are we supposed to deal with negative emotions that keep coming up when we're stressed or hurt?

Managing negative emotions is more about determining why we are feeling this way, embracing the fact that we are feeling them and allowing ourselves to receive the messages that they are sending us before we release them and move forward.

Managing negative emotions also means not allowing them to take the best of us. So it's important to listen to your emotions and then take steps to let them go.

Negative Emotions vs. Positive Emotions

When we talk about so-called negative emotions, these emotions are not bad in themselves. Negative emotions are an inevitable part of life and something that we need to experience in order to have a full, rich life. Emotions cannot be defined as good or bad, they are just states and signals that allow us to pay more attention to the events that create them, either they can get us motivated to create more of a certain experience or less, for example. Although they are not pleasant to experience, negative emotions really are necessary for a healthy life. This is true for two big reasons:

- Negative emotions give us a counterpoint to positive emotions; without the negative, would the positive emotions still feel as good?
- Negative emotions serve evolutionary purposes, encouraging us to act in ways that boost our chances of survival and help us grow and develop as people.

Best Strategies for Managing Negative Emotions

The area covered by positive psychology is going through its second stage of goal directed investigation concerned with not only the precedents of happiness, resilience and overall functional adaptivity but also with the grey area behind

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happiness. There are benefits of having some amount of negative emotions as they play a role in adaptation. Similarly, there are disadvantages of maintaining "false positives" i.e. denying existence of negative emotions in us and pretending to be overly positive even though in reality we do not feel that way. A more effective method of dealing with negative emotions is accepting their existence a working out strategies to balance them out with more positive emotion leading to better health.

There are various methods that have been researched on and suggested for dealing with negative emotions along with specific processes that were found as a result of said research. One particular set of approaches that has been used more frequently by therapists and coaches is described in a research by Ceri Sims, recognized by the acronym: TEARS of HOPE. It includes:

T: **Teach and Learn**: It refers to self-awareness and self-introspection regarding one's mind and body as well as one's response to physical, psychological and emotional stress allowing improved understanding of when and why we are upset as well as better understanding of bodily signals.

E: **Express and Enable Sensory and Embodied Experiences**: While this sounds complex, in reality it simply involves being less rigid and more explorative with self for better acceptance of situation that may arise in the future

A: **Accept and Befriend**: It helps in being understanding and loving towards oneself and becoming more tolerant of frustrating situations.

R: **Re-appraise and Re-frame**: Refers to the use of Cognitive Behavioural Approaches to get a unique or new perspective regarding situations or things.

S: **Social Support:** This includes the use of meditation to enhance love and compassion towards self and others to enhance relationships and promote self-investment in them.

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H: **Hedonic well-being/ Happiness:** Research shows that the ideal ratio for us is 3-to-1 positive vs. negative emotions to maintain good health. This means we should have higher focus on positive experiences and happy memories in life.

O: **Observe and Attend to**: Refers to being present, mindful, unbiased and non-judgemental while attending to things or situations.

P: **Physiology and Behavioral Changes**: Emphasis on calming self, self-care, breathing and exercising.

E: **Eudaimonia**: Refers to ambition and goal directedness and overall feeling of genuinity.

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Check Your Progress

1. How is intuition formed?
2. State some interesting similarities between hunches and gut feelings.
3. What is emotional awareness?
4. How should one manage negative emotions?

3.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Intuition is formed from the perception of something outside and not inner force like facial expressions, tone of voice that you are not even aware you noticed.
2. Some interesting similarities between gut feelings and hunches are:
    - The output of intuitive processing is both hunches and gut feelings.
    - With other processing outputs, they stream into our consciousness, and only an individual who is trained can differentiate between the signal versus noise.
    - They lead us to accurate results; they both require significant training
3. Emotional awareness is a small part of emotional intelligence (E.I) which means understanding and regulating emotions according to the situations.
4. Managing negative emotions is more about determining why we are feeling this way, embracing the fact that we are feeling them and allowing ourselves to receive the messages that they are sending us before we release them and move forward.

3.4 SUMMARY

- Self-marketing is a process in which a person promotes himself/ herself rather than a product or object. The basic idea of self-marketing is to master the skills one possesses.
- Intuition is a sudden string judgment. It is called a gut feeling. It is formed from the perception of something outside and not inner force like facial expressions, tone of voice that you are not even aware you noticed.
- Intuition is a build-up of experiences, instincts and senses, which includes heightening the touch, feeling, sight, hearing, and taste to its very peak. The observation of one's own mental and emotional processes, results in intuition.
- Max Planck Institute for Human Development, told The New York Times that is because "it is not thought to be rational" that can be a problem in "some situations, where too much information is demanded. Plus, it's slow."

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- Intuition can be beneficial, despite the misconceptions. It's a form of intelligence that allows you to understand and use information that will guide you throughout life. In fact, it was argued by Bruce Kasanoff in *Forbes* that intuition, is in fact, the highest form of intelligence.
- To manage emotions properly first we should be known to that emotion. Some people ignore their emotional reactions and keep their emotions inside and this repression and denial leads to lack of self-knowledge, difficulty in regulating intense emotions.
- Anger, fear, frustration and anxiety are states that people face often but try to avoid because they make them uncomfortable and gives stress to body and mind. Sometimes due to these emotions people feel that they will remain like this always and that feelings themselves are the problems.
- Emotions that lead to stress generally need to be avoided, ignored but they can actually be healthy for us to experience. Like anger, fear, frustration – best way is to face them without denying them.
- Managing negative emotions is more about determining why we are feeling this way, embracing the fact that we are feeling them and allowing ourselves to receive the messages that they are sending us before we release them and move forward.

3.5 KEY WORDS

- **Intuition**: It is the ability to understand something instinctively, without the need for conscious reasoning.
- **Emotional awareness**: It is the ability to recognise and make sense of not just your own emotions, but also those of others.

3.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What are the seven strategies of marketing oneself effectively and efficiently?
2. Write a short note on negative vs. positive emotions.
3. What is gut feeling? How is it different from intuition?

Long Answer Questions

1. Analyse the various tips to harness your intuition.
2. What is emotional awareness? How do negative emotions affect us?
3. Describe the strategies for managing negative emotions.

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3.7 FURTHER READINGS

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UNIT 4 ACCURATE SELF-ASSESSMENT

NOTES

Structure

4.0 INTRODUCTION

In social psychology, self-assessment is the process of looking at oneself in order to assess aspects that are important to one's identity. It is one of the motives that drive self-evaluation, along with self-verification and self-enhancement.

Professor Constantine Sedikides suggests that the self-assessment motive will prompt people to seek information to confirm their uncertain self-concept rather than their certain self-concept and at the same time people use self-assessment to enhance their certainty of their own self-knowledge. However, the self-assessment motive could be seen as quite different from the other two self-evaluation motives. Unlike the other two motives, through self-assessment people are interested in the accuracy of their current self-view, rather than improving their self-view. This makes self-assessment the only self-evaluative motive that may cause a person's esteem to be damaged.

4.1 OBJECTIVES

After going through this unit, you will be able to:

- Define accurate self-assessment
- Understand the potential of one's inner resources
- Discuss the abilities and limits of self-assessment
- Explain the traits of a self-confident person

4.2 INTRODUCTION TO ACCURATE SELF-ASSESSMENT

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Accurate self-assessment is the process of identifying your inner resources, abilities, strengths, and acknowledging and accepting your limits. It is based on the desire to receive feedback and new perspectives about yourself and is motivated by the desire for continuous learning and self-development. Since there are difficult factors to understand. In this section, you will learn about these concepts through examples.

Accurate self-assessment

With his new job as CEO in Perot Systems, a computer services company, Mort Meyerson realised that compared to the organisational world he had known years earlier when he worked as a CEO of the computer services giant EDS, everything was different- including the technology, the motivation of the employees, market and the customers.

With all this change around him, he realised he too must change. He introspected himself and said in an article, "Everything I thought I knew about leadership was wrong. My first job as a leader was to create a new understanding of myself."

Meyerson went through an intense self- examination, questioning himself and his leadership style, something that he prided himself on. He observed that previously in EDS, he had been successful as well as ruthless. For instance, under him, EDS had had many profits, making many of his employees wealthy; but looking back, Meyerson realised that even if his employees had financial success they also had immense personal misery. Everyone had to work eighty- hour work weeks and were shuffled from place to place without any thought about the disruptions happening in their lives, with no questioning tolerated.

While at EDS, fifty people directly under Meyerson, for designing the federal system for processing Medicare, claims had to work eighteen hour days to meet a deadline. One day, when an employee under him was unable to make it to the work because of the heavy snow, he was called by Meterson and was balled at. Due to this, he soon left the company, joined an airline reservation industry and contributed hugely through his invention of the SABRE, a computerized reservation system.

Recalling all this, Meyerson realised that he was too quick to make harsh judgements and was unable to see other people's perspectives. He realised that what he always considered his strengths were now clearly weaknesses. For example, he virtually had no communication or any form of contact with many of his employees as his memos went only to the top dozen people.

Meyerson changed his ways, with the realisation that to lead one needs to be receptive to honest, direct messages from anywhere and everywhere in a company. For this, he made a new email address which recieved thousands of

messages a month from all over the company and he read all of them. He also started sending congratulatory e- mail to teams for their victory. As Joe Jaworski said that before one can lead others, before one can help others, one has to discover themselves. If one wants exceptional results, they have to be willing to embark on a journey that aligns individual's personal values and aspirations and the values and aspirations of the company.

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People with good self-assessment:

- Are able to identify their strengths and weaknesses.
- Can reflect and learn from their experiences.
- Are open to feedback, new perspectives.
- Are always continuously learning and self-developing.
- Have a good sense of humour and perspective about themselves.

Developing accurate self-assessment requires a thorough knowledge of one's strengths and weaknesses.

4.2.1 Our Abilities and Limits

In this section, you will learn about the importance of the knowledge of our abilities and limits through an example.

A man holding the reputation of being a great turnaround artist, earned from his ruthless methods of reengineering and job cutting was promoted to the top tier of a large manufacturing company. The executive coach of the company remarked his lack of change in his new work environment resulted in people fearing him. They stopped sharing information with him due to his habit of screaming at the messenger and his impatient nature, constantly scowling and carrying an intimidating demeanor. He was unaware of the negative consequences it brought him in this position and his ruthless behaviour was now undermining him.

The executive coach once taped him in action to show him his habitual intimidating mannerism's effect on the other employees. The man had tears in his eyes when he finally realised his mistakes. But most people in high-tier positions often view intervention in their methods as a sign of failure or weakness. The hardships and competitions they have faced to earn such a situation can make it hard for them to accept their shortcomings. Organisational politics can complicate their willingness for positive change.

Humans have a tendency for denial, anyone would prefer an emotionally comfortable strategy to acknowledging the harsh truth. Being defensive can occur in the form of reduction of facts, straining out important information, excessive rationalisation and making endless excuses as a way of curbing themselves from accepting the truth.

People may also conspire with someone's denial. Gaining constructive feedback is an essential part of developing a healthy work culture and environment

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and is also the hardest to achieve. Employees and employers find it easier to gossip out the problems of their workspace than offer honest feedback. The Faustian bargain made where people pretend to live in harmony restricts the path to effective improvement; consistency in mishandling situations is a blind spot. Such problems are easier to correct the lower we focus in the job hierarchy of an organization. But at a high level, the consequences of these wrongdoings harm the organization as a whole.

A list of common and expensive actions found in the range of department heads to CEOs (but may also be applicable on lower levels):

1. **Blind ambition**: Has to appear as the "correct" one; values competition more than cooperation; selfish; overemphasizes their values and efforts; boastful and arrogant; people are either perceived as allies or enemies.
2. **Unrealistic goals**: Overly ambitious; unreachable goals for the organization; impractical about efforts and resources; strives relentlessly; compulsive workers; vulnerable to burnouts.
3. **Drives others**: Pushes employees too hard; makes other overwork and vulnerable to burnouts; ruthless and insensitive.
4. **Power hungry**: Seeks power for self-interest; doesn't care for organization's benefits; pushes personal agendas; exploitative.
5. **Insatiable need for recognition**: Obsessed with glory; may wrongfully take credit for work or blame own faults on others; gives up tasks to pursue their next win.
6. **Preoccupation with appearances**: Has a need to always look presentable; overly conscious of their public image; seeks materialistic gains.
7. **Need to seem perfect**: Cannot admit to their mistakes; don't appreciate any criticism; shift blame on others for mistakes or failures.

4.2.2 Self-confidence

People possessing this ability tend to have:

- A presence i.e an impressive appearance and way of being.
- An air of self-possession.
- Enough belief in their capacities that they take calculated risks, but don't shy away from supporting an unpopular opinion.
- Good decision making skills, making them equipped to deal with uncertainties even under pressure.

Wolman (1998)

Wolman was brought in to head a privately owned airline in a small Latin American country. On taking charge, he was devastated. The business was in ruins, due to

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falling revenues, owing to the legacies of cronyism and playing favourites. The owner's crony was the main sales agent, with an extremely favourable contract, but an equally weak sales agency. Similarly, the pilots' contract was proving to be resource draining for the company. Bad publicity, due to the company's airplane crashes, had cut their market share down by 30%.

Despite warnings from people, Wolman took on the union, bluntly informing the pilots about the looming bankruptcy, and confronting the owner of the airline threatening to leave his position if he didn't get rid of the incompetent ticket agency immediately. Both the pilots and the owner obliged, when faced with the truth, the pilots by upping their hours and the owner by cancelling the head of the ticket agency's contract.

Praising Wolman, a friend said that he was willing to put his own safety and job at stake to go through with this confrontation.

Self-confidence is considered to be the most essential ingredient for superior performance. The absence of self-confidence translates to a lack of conviction needed to face tough situations head-on. Someone who doesn't possess this competence automatically lacks self-assurance. This can manifest itself in the individuals in the form of feelings of helplessness, powerlessness and self-doubt.

However, like every coin has two sides, this situation also has its pros and cons, meaning that extreme self-confidence can easily turn into haughtiness.

That's why there's a need to maintain a balance, because self-confidence, in its essence is different from brashness. Lack of self-awareness, this acts as an obstacle to self-confidence, as self-awareness involves being in touch with the reality of the situation.

Further, self-confidence automatically gives a charismatic vibe to the people living by it, causing those around to gain the necessary inspiration for their respective endeavours. There is need for someone who acts as a catalyst, or the mediator in a situation. The responsibility of this lies on the individual with enough belief in his capabilities that he sees himself as efficacious, able to take on challenges and to master new jobs or skills. Their core strength equips them to better deal with opposition and explain their actions wherever necessary.

In a position of power, it is imperative for the individuals to have faith in himself, because the autonomy that comes with such power requires him to take decisions he thinks are right, irrespective of opposition or explicit disapproval from others. This decisiveness should be devoid of any arrogance or defensiveness.

The discussion can be summed up with the words of Lee Lacocca, who said, 'If I had to sum up in one word the qualities that make a good manager, I'd say that it all comes down to decisiveness... In the end you have to bring all your information together, set up a timetable, and act.'

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4.2.3 Knowing One's Inner Resources

Self-awareness is one of the key components of emotional intelligence (EI). Daniel Goleman, the guru of emotional intelligence, identified self-awareness as being made up of emotional awareness, accurate self-assessment, and self-confidence. In other words, it is all about knowing your emotions, your personal strengths and weaknesses, and having a strong sense of your own worth. People who lack self-awareness find living a truly happy and productive life difficult. This can be difficult to overcome, as many societies and cultures encourage us to ignore our feelings and emotions. Examples of this include people who stay in jobs that they find unfulfilling or make them unhappy, or in relationships in which they are not comfortable.

Emotional Awareness

Emotional awareness is the ability to recognise your own emotions, and their effects. People who have this ability will:

- Know what emotions they are feeling at any given time, and why;
- Understand the links between their emotions and their thoughts and actions, including what they say;
- Understand how their feelings will therefore affect their performance;
- Be guided in how they feel by their personal values.

Being aware of your own emotions, and how they affect your behaviour, is crucial to effective interaction with others. But it can also be crucial to your personal health and well-being.

People can find self-analysis of their emotions difficult, especially if they have suppressed them for a long time. It may be hard for people to accurately recognise their emotions and even more difficult to understand why they are feeling them.

However, self-analysis is a vital skill to learn and develop for good emotional intelligence.

A good starting point is to be aware of your values, which can also be thought of as your personal 'moral compass'. These values have an emotional value to us, which therefore means that many emotional responses come from some action or event that touches on those values.

If you are aware of your values, you can quickly see why you may have had a particularly emotional reaction to an event or person.

Most importantly, you can then take action to address the issue, with a better understanding of the problem.

Understanding your own and others' emotions also requires a good understanding of your personal strengths, weaknesses, inner resources and, perhaps most importantly, your limits.

It can be particularly hard to admit to weaknesses and limits, especially if you are in a competitive and fast-moving work environment, but it is crucial for emotional intelligence and your own well-being. People who are good at self-assessment generally not only have a good understanding of their strengths and weaknesses, they show a good sense of humour about themselves and their limitations. They are usually very reflective, learning from experience, and also open to feedback.

What happens when you are bad at self-assessment?

It can be very hard to admit to weaknesses, and many people may well be in a state of denial that they have any. Especially for those in senior positions, it can also be hard to get genuine, constructive feedback. This results in 'blind spots', problem areas which are completely invisible to the person concerned. Common 'blind spots' identified in a study of senior executives include:

- Setting unrealistic goals for oneself or the organisation, and having unrealistic ideas of how easily tasks could be accomplished;
- 'Blind ambition', where the person has to be 'right' at all times; and
- Relentless hard work, working long hours, and being at risk of burnout as a result.

These blind spots can make people very resistant to feedback, which makes it even harder to overcome the problem.

Get into a habit of seeking regular and honest feedback from those around you – and then act on it.

Abilities

Skills and abilities are tasks that you naturally do well, talents and strengths that you bring to the table as a student and/or employee. These include natural capabilities you've always had, in addition to specific knowledge and skills you've acquired through experience and training.

Skills can be classified into three main categories:

- **Transferable/functional skills**: Transferable skills are skills and abilities that are relevant and helpful across different areas of life: socially, professionally and at school. They are 'portable skills'.
- **Knowledge-based skills**: Knowledge-based skills or specialist skills are knowledge you have of specific subjects, procedures, and information necessary to perform particular tasks or group of tasks. They are usually hard skills. Such skills are acquired through education, training, and on-the-job experience. Examples include: fluency in a language, the ability to use specific computer programs, physical or technical skills like the ability to make things, computer skills, communication skills etc.

- **Personal traits/attitude**: This means our personality. Personality is a set of characteristics that reflect the way we think and act in a given situation. Because of this, our personality has a lot to do with how we relate to one another in day to day life.

Check Your Progress

1. What is accurate self-assessment?
2. What is considered to be the most essential ingredient for superior performance?
3. What are the components of self-awareness?
4. Define emotional awareness.

4.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Accurate self-assessment is the process of identifying your inner resources, abilities, strengths, and acknowledging and accepting your limits.
2. Self-confidence is considered to be the most essential ingredient for superior performance.
3. Daniel Goleman, the guru of emotional intelligence, identified self-awareness as being made up of emotional awareness, accurate self-assessment, and self-confidence.
4. Emotional awareness is the ability to recognise your own emotions, and their effects.

4.4 SUMMARY

- Accurate self-assessment is the process of identifying your inner resources, abilities, strengths, and acknowledging and accepting your limits.
- A man holding the reputation of being a great turnaround artist, earned from his ruthless methods of reengineering and job cutting was promoted to the top tier of a large manufacturing company.
- Humans have a tendency for denial, anyone would prefer an emotionally comfortable strategy to acknowledging the harsh truth. Being defensive can occur in the form of reduction of facts, straining out important information, excessive rationalisation and making endless excuses as a way of curbing themselves from accepting the truth.
- Self-confidence is considered to be the most essential ingredient for superior performance. The absence of self-confidence translates to a lack of conviction needed to face tough situations head-on.

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- Self-confidence automatically gives a charismatic vibe to the people living by it, causing those around to gain the necessary inspiration for their respective endeavours. There is need for someone who acts as a catalyst, or the mediator in a situation.
- Self-awareness is one of the key components of emotional intelligence (EI). Daniel Goleman, the guru of emotional intelligence, identified self-awareness as being made up of emotional awareness, accurate self-assessment, and self-confidence.
- People can find self-analysis of their emotions difficult, especially if they have suppressed them for a long time. It may be hard for people to accurately recognise their emotions and even more difficult to understand why they are feeling them.
- It can be particularly hard to admit to weaknesses and limits, especially if you are in a competitive and fast-moving work environment, but it is crucial for emotional intelligence and your own well-being.
- Skills and abilities are tasks that you naturally do well, talents and strengths that you bring to the table as a student and/or employee. These include natural capabilities you've always had, in addition to specific knowledge and skills you've acquired through experience and training.

4.5 KEY WORDS

- **Blind ambition:** It is when ambition prevents people from seeing what's happening around them. Sometimes blind ambition is a great trait to have too. Sometimes we need to block out what is happening around us in order to do what seems impossible.
- **Self-confidence:** It is the belief in oneself and abilities, it describes an internal state made up of what we think and feel about ourselves.

4.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. State the traits of people with good self-assessment skills.
2. Write a short note on one's abilities and limits.
3. What are some of the traits of people with self-confidence?

Long Answer Questions

1. Why is it important to know one's inner resources? Discuss in detail.
2. What are the consequences of a bad self-assessment?
3. Analyse the various categories of skills.

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4.7 FURTHER READINGS

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BLOCK II
MUTUAL TRUST AND CONCIOUSNESS

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UNIT 5 DEVELOPING SELF-WORTH

Structure

5.0 INTRODUCTION

Having a positive self-image can be difficult as one faces numerous obstacles in life in the form of abject poverty, poor health, physical disability or any other factor. Nevertheless, there are numerous steps which can assist one in improving his self-image and self-worth. This in turn will assist in improving one's success in academics, workplace and ensuring further success in life.

5.1 OBJECTIVES

After going through this unit, you will be able to:

- Evaluate the development of self-worth and capabilities
- Analyse the significance of self-control

5.2 INTRODUCTION TO DEVELOPING SELF-WORTH

There are numerous words to depict how we feel, think and behave towards ourselves.

Two such terms that are often used interchangeably are 'self-worth' and 'self-value'. One has a sense of self-worth when you value yourself; on the other hand, believing that one is worthy refers to a sense of self-value. The differences between the two are minimal enough that both terms can be used to describe the same general concept.

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Self-worth, according to the Merriam-Webster dictionary is 'a feeling that you are a good person who deserves to be treated with respect'.

An essential element of the foundation of our concept of self is 'self-worth' —our cognition and actions are linked to our perception of our own worthiness and value. However, people use other yardsticks to measure the same; the top five are:

- Your achievements—scores on a test, salary, recognition
- Your Net worth— income, assets, material possessions
- Your career—we judge ourselves and others based on profession
- Your social circle—people may judge their level and status in the world in terms of the number of influential people they know and compare the same to others
- Your Appearance—size and style of clothing, whether one's own body fits a norm

Stephanie Jade Wong is an author on a mission, to correct misconceptions about self-worth. She describes factors that do not determine one's self-worth. For example:

- Anything or anyone but yourself: The core of the matter is that nobody can define your perception of your own value and worth.
- A to-do list: Even though it is good to achieve goals but that should not be seen to have a direct relationship with your worth as a person.
- Profession/ job: What you do matters only till the point that it fulfills you.
- Social media following: Whether people share your opinions on social media or not does not affect your own self-worth.
- Age: It is just a number and must not be a measure of your worth.
- Other people: One's personal satisfaction lies way above what any other person has to say about your worth. How you value yourself should not be a reflection of anyone else's opinion.
- Grades/ marks: A student who topped his class is worth no less or no more than one who failed or drops out. One's academic grades do not define one's value as a human.
- Number of Friends: Quality is more important than quantity.
- Your relationship status: Whether one is single, committed or dating, does not affect their worth.
- The money (or lack thereof): Does not define your potential and hence your worth.
- Taste: What you like or dislike is your personal opinion.

According to various leading studies, using external factors to gauge one's self-worth is detrimental to one's mental health as well as sense of self-worth in

the long-run. A study by the students of University of Michigan concluded that college students who base their self-worth on external sources (including academic performance, appearance and approval from others) suffer from stress, anger, lower academic problems and relationship conflicts. It also increases the chances of alcohol and drug use, and they also exhibit symptoms of eating disorders. While the opposite was reported for the students who based their sense of worth on internal factors. Real accomplishments are important, yet one should not forget to take into account their own personal qualities. Our uniqueness adds to our inherent value.

Studies show that external factors of basing on self-worth are actually harmful to mental health.

When the same study was done on internal factors of self-worth, participants generally felt better, had higher grades, were less likely to indulge in drug and alcohol and were less susceptible to developing eating disorders.

As one grows, it is important to acknowledge sense of self, self-worth and know one's unique qualities. "We all are unique and that in and of itself gives each of us inherent value" – Dr. Donna Rockwell.

5.2.1 Self-Worth and Capabilities

One should not compare oneself with others and should not evaluate every move in one's life. One should challenge one's inner voice. This inner voice is a nasty coach with destructive thoughts which makes the individual undermine his sense of self-worth and leads to destruction or maladaptive behaviour which further worsens us. Dr. Lisa and Dr. Firestone, in their article have given about forty-seven reasons as to why 'most people are afraid of love.' There is critical inner voice which everyone has in them which acts as a coach and and tells us we are worthless, or unhappy, or undeserving of happiness. We should try to differentiate from the ways we have seen in our families and to begin to understand our own feelings, thoughts, desires and values by appreciating our self. Sense of true self-worth can be achieved by practicing self-compassion. 'Self-compassion is the practice of treating yourself with some kindness and compassion as you would treat a friend' -Dr. Kristin Nell.

Three steps of practicing self-compassion:

1. Acknowledge your suffering by noticing it.
2. In response to suffering, be kind and caring.
3. Imperfection is part of the human experience which we all share.

Adding meaning to one's life can be done by taking part in activities that make you feel important which gives you a sense of self-worth. Being generous is good for you (mentally and physically). Volunteering has a very positive effect on how people feel about themselves. So, acting on principles is also a way to foster high levels of self-worth.

If our actions do not work according to our words, then we are vulnerable to attacks from the critical inner-voice and we respect ourselves less. To develop a sense of self-worth one must pursue any activity which is meaningful and in accordance with our own personal beliefs.

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5.2.2 Personal Competence

You have already been introduced to the topic of personal competence in unit 2. Let's recapitulate the topic in reference to self-worth. Personal competencies are personal traits like self-awareness, drive, interpersonal relationship skills and confidence that influence our outcomes in our career and personal life.

They are a set of abilities that we personally use to contribute to our results. There are also ways to increase these set of skills that one possesses.

Every competency has a definition and a set of indicators to determine its presence or absence in a particular person.

1. Competency while dealing with other people: It refers to the group of people that one has to deal with.
2. Establishing Focus: It is the competency of developing and communicating goals in the direction of the mission of the company. It consists of the following aspects:
    - minimizing the differences between the individual's goals and company's goals.
    - ensuring that every individual is aware of his contribution and role in the company
    - ensuring that the individual connects with the mission
    - channelling unit planning towards fulfilment of business mission
3. **Empowering Others:** This constitutes being skilled enough to convey confidence and motivation in the abilities of the employees to be successful; helping them to learn how to prioritize and delegate in order to achieve their goals. It includes allowing people to make their own decisions and take responsibility, encourages them to see their own objectives and so forth.
4. **Managing Performance:** It is the ability and inner drive to take responsibility and ownership of one's own work and the actions of one's subordinates by addressing achievements and problems equally.

    The employees need to behave in the following manner:
    - The employee needs to set realistic and specific goals which are challenging and facilitate accomplishment of the same.
    - He should be able to categorize tasks.
    - He should assist his team members always.
    - He should prepare a plan for his own career development.

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The managers need to behave in the following manner:

- The manager should ensure that his subordinates are fully aware of the goals and tasks to be accomplished by them.
- He should offer full assistance to his teammates.
- He should be fully informed about the employees

5. Interpersonal awareness: This refers to one's ability to know oneself completely. This includes the following aspects:
    - It lays emphasis on interests and importance.
    - It notices accurately and puts emphasis on details and feelings.
    - It predicts the behaviour of others.
    - This involves active listening skills.
    - This involves establishing a safe and open environment.
6. Influencing others: The person who possesses these abilities has the competency to gain the support of others and approval for ideas proposals. This includes the following aspects:
    - The individual present arguments that addresses others.
    - The individual is ready to compromise on various situations.
    - The individual proposes app solutions to various problems.
    - The individual seeks to build strong lasting relationships with others.
7. Building collaborative relationships: It is the skill of developing and sustaining partnerships with others associated with the organization both externally and internally.

    The employees need to recognize business concerns.
    - The employees build acquaintance and relations with important people also for forming alliances and obtaining information.
8. Customer orientation: It is the ability to demonstrate concern for satisfying both internal and external customers. Such a person is able to:
    - solve problems in less time
    - finds out the customer's needs and desires
    - displays a positive, joyful and cheerful atmosphere
    - innovates ways to achieve customer satisfaction

The Elements of a Personal Competency Framework

Personal Competencies:

- Cognitive Competency—earlier discovering that arranges the brain and gives affiliations and comprehension to encourage new learning

- Metacognitive Competency—self-guideline of learning and utilization of learning systems
- Motivational Competency—commitment and perseverance in quest for learning goals
- Social/Emotional Competency—feeling of self-worth, respect for other people, and enthusiastic comprehension and the executives to set constructive objectives and settle on capable choices

Overseeing personal competence

Overseeing personal competence enables one to build his personal abilities. The nonexclusive capabilities include the following:

- contemplation
- self-restraint
- correspondence;
- initiative and impacting
- dealing with the exhibition of others.

5.2.3 Self-control

Self-control—or the capacity to quell one's motivations, feelings, and practices so as to accomplish long-term objectives—is the thing that isolates present day individuals from their predecessors. Self-control is essentially established in the pre-frontal cortex, which is altogether bigger in humans than in different warm blooded animals with comparative cerebrums. Because of the pre-frontal cortex, as opposed to quickly reacting to each drive as it emerges, people can design, assess elective activities, and in a perfect world abstain from doing things they will later lament.

Therapists ordinarily characterize self-control in the following ways:

- The capacity to control practices so as to maintain a strategic distance from allurements and to accomplish objectives.
- The capacity to defer satisfaction and oppose undesirable practices or desires.
- A restricted asset that can be drained.

The capacity to strive control is normally called resolution. Self-control is the ability that enables individuals to coordinate their consideration and it underlies a wide range of accomplishment, from school till the working environment. There is noteworthy discussion concerning whether self-discipline is a limited asset or not. Some notable examinations have put forth a defence that practicing determination puts pressure on mental vitality. This idea called self-image consumption, is one conceivable clarification as to why people are increasingly well-suited to go after a chocolate chip treat when they are feeling overworked.

Recently, in any case, researchers have neglected to imitate a portion of the examinations hidden in the idea of inner self exhaustion. More research is in progress, yet the last decision on whether individuals can "run out" of resolve stays to be seen.

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Improving Self-Control

At the present, self-control has its confinements; therapists have additionally discovered that it very well may be fortified. Viable procedures include the following:

- Avoid enticement: This is a successful method for taking advantage of your accessible self-control. Maintaining a strategic distance from allurement guarantees that you don't "go through" your accessible self-control before it is truly required.
- Plan ahead: Consider potential circumstances that may break your determination. On the off chance that you are looked with enticement, what moves will you make to abstain from giving in? Research has discovered that preparing can improve self-control even in circumstances where individuals have encountered the impacts of conscience consumption.
- Practice utilizing self-control: While your control may end up drained for the time being, normally captivating in practices that expect you to endeavour control will improve your resolve after some time. While diligent work may debilitate self-control for the time being, the notion will develop more grounded after some time as you keep on working it.
- Try concentrating on one objective at any given moment: Defining a great deal of objectives without a moment's delay, (for example, making a rundown of New Year's goals) is normally an inadequate methodology. Draining your determination in one zone can diminish self-control in others zones. It is ideal to pick one explicit objective and spotlight your vitality. When you transform the practices expected to venture an objective into propensities, you will not have to dedicate as much exertion toward looking after them. You would then be able to utilize your assets to accomplish different objectives. Self-controlled individuals can be thought of as having gained the following three propensities:

1. Self-Preservation

They have a solid mentality towards 'things' and spotlight on what they need so as to live, as opposed to what they need. They use what they have to advance their lives, yet don't over-enjoy. They don't attempt to misuse others in any capacity.

2. Self-Assertion

They know their esteem and are agreeable in saying what they think in a manner that enables others to talk as well. They are firm yet delicate with others, and do not put themselves or others down.

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3. Self-Fulfillment

The best approach to self-satisfaction is firmly related with strength. Those with self-control can comprehend that it is imperative to drive forward with troublesome exercises on the off chance that you are to create aptitude in them. Be that as it may, in the event that you do endure, you will become familiar with the aptitude and will get joy from it. Examples of abilities which may not come effectively but rather which give immense joy include illustration and different types of visual craftsmanship, figuring out how to play a melodic instrument and contemplating another subject for pure interest.

Evaluating your Self-Control

You can get a thought of your dimensions of self-control by considering something that you truly need, regardless of whether sustenance, drink, or item. You may, for instance, feel that you truly love chocolate. Presently, give yourself a rating from one to ten for:

- The amount you truly need that something, on the correct events, and in the privilege amounts; the quality of the joy that you get from purchasing, eating or generally having it; and how disillusioned you would be on the off chance that you could not have it.

Think about whether you feel that you are administered by your craving for that thing, for instance, you may wind up saying ‘I truly must have some chocolate at the present time’.

Tormented by not having the option to have it, for instance, ‘I’ve gone an entire day without having the option to purchase any chocolate on the grounds that the shop was shut. That has truly ruined my day’. In control, for instance, ‘I haven’t had any chocolate for a couple of days, so a bar wouldn’t do any harm, however maybe I’ll drop it until tomorrow since I had a bit of cake earlier’.

Assessing your Self-Control

Let us think about something that you really want, whether food, drink, or object. You might, for example, feel that you really love chips; you can get an idea of your levels of self-control

Now give yourself a rating from one to ten for:

- Now the question comes, how much you really want that something, on the right occasions, and in the right amounts; the strength of the pleasure that you get from buying, eating or otherwise possessing it; and how disappointed you would be if you could not have it.

Examine whether you feel that you are governed by your desire for that thing, for example, you might find yourself saying ‘I really have to have some chips right now’.

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Pained by not being able to have it, for example, 'I've gone a whole day without being able to buy any chips because the shop was closed. That's really spoiled my day'. In control, for example, 'I haven't had any chips for a few days, so a packet wouldn't hurt, but perhaps I'll leave it until tomorrow because I had a piece of cake earlier'. Going through a process like this will help you to assess whether your desire is appropriate, or excessive, and whether or not to indulge in what you want.

Developing Self-Control

There are a number of questions that you should ask yourself when you really want something that will help you to apply reason to your desire. These include the following:

- What kind of things do you want, and how many? Do you desire an appropriate reasonable amount, too many or too few? It is reasonable to want things in healthy amount but, if as soon as you get something you are looking for the next, that is not so good. And if you want something in such huge quantities that it affects your health or well-being, that is also bad news.
- How much do you want the object? How far would you go to get it? If you would do something illegal, or put yourself in debt, to obtain it, that is much too strong.
- How much enjoyment do you get out of it? Do you enjoy it enough to make it worthwhile, or simply move on to wanting more or something else?
- When do you satisfy the desire appropriately? Is now a good time, or would 'later' or another occasion be more appropriate?
- How much pain does it cause you not to satisfy the desire? Is it excessive to the extent that it is harming your enjoyment and that of other people?

Self-control in action:

Self-control is essential in law enforcement. Competence studies in law enforcement organization find officers use the least force necessary, approach volatile people calmly. The principal of remaining calm despite provocation applies to people. Among counsellors and psychologists, superior performers respond calmly to personal attack by clients. Thus, self –regulation and control always comes in handy, smoothens social interactions, leads to a positive outlook and enriches one's personality.

Self-concept

The functioning of the brain's central parts affects managing our stress and mood. Five competent skills majorly include handling impulse and dealing with distress.

1. **Self-control**: It includes handling oneself in difficult situations by dealing with impulses and negative emotions.
2. **Trustworthiness:** It means being fair and just, following one's principles, doing what is right even when no one is watching.
3. **Conscientiousness:** It is the quality of being responsible and dependable to carry out obligations.
4. **Adaptability**: It is the ability to adapt to different changes and mold oneself according to the challenges.
5. **Innovation**: It is a trait that involves creating new ideas, inviting new concepts, being more open to accept new approaches and information.

Self control

Suppose you have to travel from East Coast to Hawaii and address a convention. The planes get delayed, you lose all important connections. You get deprived of sleep due to exhaustion, making you jet lagged. After reaching their next day, you are called upon to give your speech. Just as you stand in front of the audience and begin to speak, you realize that you do not remember what you had prepared to speak at all. You get down from the podium. It is only after several hours of rest that you are able to recall and give proper speech.

One of the most important research results was that the working of emotional brain involves functioning of brain's executive centre and the prefrontal lobes that are located just behind the forehead. Prefrontal area functioning for working memory, i. e., paying attention and storing all the required information. Planning, decision-making, reasoning, learning, understanding and comprehension are all done by working memory.

Working memory functions best with a calm mind. During emergency situations, the brain switches to 'self-protective' mode. In this mode, it steals all the resources from working mode and sends them to various parts of the brain and all the senses are made 'hyper-alert'. Long-term planning, creative insight, complex thoughts are all set aside and the brain works upon highly familiar, simple routines and responses. The crisis of the present days is the focus.

Emergency situations are now felt in the form of emotions like worries, surges of anxiety, panic, frustration and irritation while the circuitry for emergencies evolved millions of years ago.

When emotions boil over

Our worst possible time is when we are under pressure as well as stress. Our stress levels increase with one task on top of the other and it makes us almost non-functional till we are able to take it anymore. Even smaller hassles can make us overwhelmed when they pile up. According to Charles Bukowski, "It' is not

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the big things that send us to the mad house, not the loss of love, but the shoelace that breaks when there's no time left."

Stress is stress for the body whether it is at home or at office or anywhere else. During stressful situations, the heart rate increases and the blood flow in the brain is more transferred to the places meant for handling emergency situations than to the higher cognitive centers. The sugar level in the blood rises abruptly. The less important bodily functions are slowed down and the heart rate jumps up for flight or fight situation. Cortisol prepares our body for emergencies by heightening our senses, dulling the mind, rolling the well-rehearsed actions.

The energy resources are transferred from working memory to the senses by cortisol. With high cortisol levels, more errors are made; more distractions are experienced by the people. Remembering power is also reduced. There is a flush of unnecessary thoughts and information processing power also decreases.

The end results of extreme stress levels are frightening. In rats, the extreme stress level of cortisol become toxic and lead to killing of neurons. The long-term effect of stress on an individual is that the hippocampus erodes and shrinks which is the key centre of memory.

Stress cannot be avoided totally. For example, being flooded with messages throughout the day triggers irritability and impact our concentration. It makes refocusing on the task at hand difficult. In long-term, it leads to chronic distractedness.

One study found out that distractions were the main cause of low performance in jobs like engineering. One engineer, however, was found wearing headphones while he was working to avoid distractions from co-workers and mobile, though he was not essentially listening to music. These techniques might be helpful but people also need to find ways to deal with feelings that are generated by stress.

Emotional Emergencies

The structures that play a key role in emotional emergencies are the amygdala. The neural levels between the amygdala and prefrontal lobes act as the main alarms. The amygdala are the main emotional memory bank, scanning all information to assess threats as opportunities. In evolution, the amygdala most likely used its memory templates to answer question crucial for survival.

The main crisis response still follows the ancient strategy by heightening sensory activity, stopping complex thoughts, posing drawbacks for modern work life.

Prefrontal lobes keep a check on amygdala urges, bringing in an understanding of the rules of life and a sense of what response is skillful. The brain is built in a way that some neurons initiate action while others inhibit it. When people are too impulsive, the trouble occurs in the prefrontal inhibitory circuitry.

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Richard Davidson conducted a study on two groups of people identified as highly studied to the ups and downs of one's life and others easily upset by them. Davidson Studied their brain function as they performed stressful tasks, such as difficult math problems or writing about upsetting experiences. The resilient people should rapidly recover with optimism and action orientation on the contrary other people witnessed an escalation in the amygdala activity. The exhibitory circuit between prefrontal activities and the ability to adopt or change.

The Managed Heart

Emotional self-regulation also includes intentionally eliciting an emotion. The notion of self-control does not mean denying or repressing their feelings. People who do not express their feelings, especially negative leads to immense negativity in the person. When such emotional suppression is chronic, it can lead to hampered thinking, interfering in intellectual performance and smooth social interaction being emotionally unexpressive after communicating a negative message: a sense of difference or distance.

Keeping disrupt emotions and impulses in check:

People with this competence are able to:

- Manage impulsive feelings and emotions
- Stay composed and possible
- Focused and have clarity

Self-control manifests largely in the absence of more obvious emotional fine works. Sign include being under stress, handling a hostile person without lashing out. Another example is time management. The ultimate act of personal responsibility may be taking control of our own mind. Moods avert a powerful pull on thoughts, memory and perception, resisting the quality of moods is essential our ability towards enhancing work productivity.

Check Your Progress

1. Define self-worth.
2. List the three steps for practicing self-compassion.
3. What are personal competencies?
4. How can self-control be improved?

5.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Self-worth, according to the Merriam-Webster dictionary is 'a feeling that you are a good person who deserves to be treated with respect'.

2. The three steps for practicing self-compassion are the following:
   (i) Acknowledge your suffering by noticing it.
   (ii) In response to suffering, be kind and caring.
   (iii) Imperfection is part of the human experience which we all share.
3. Personal competencies are personal traits like self-awareness, drive, interpersonal relationship skills and confidence that influence our outcomes in our career and personal life. They are a set of abilities that we personally use to contribute to our results. There are also ways to increase these set of skills that one possesses.
4. Self-control can be improved through the following ways:
   - Avoid enticement
   - Plan ahead
   - Practice utilizing self-control
   - Try concentrating on one objective at any given moment

5.4 SUMMARY

- There are numerous words to depict how we feel, think and behave towards ourselves. Two such terms that are often used interchangeably are 'self-worth' and 'self-value'.
- Self-worth, according to the Merriam-Webster dictionary is 'a feeling that you are a good person who deserves to be treated with respect'.
- According to various leading studies, using external factors to gauge one's self-worth is detrimental for one's mental health as well as our sense of self-worth in the long-run.
- People who were shown to have external factors of self-worth were high on alcohol and drug abuse and some even had eating disorders.
- One should not compare oneself with others and should not evaluate every move in one's life. One should challenge one's inner voice. This inner voice is a nasty coach with destructive thoughts which makes the individual undermines his sense of self-worth and leads to destruction or maladaptive behaviour which further worsens us.
- Personal competencies are personal traits like self-awareness, drive, interpersonal relationship skills and confidence that influence our outcomes in our career and personal life.
- Self-control—or the capacity to quell one's motivations, feelings, and practices so as to accomplish longer-term objectives—is the thing that isolates present day individuals from their predecessors.

- Self-control is essential in law enforcement. Competence studies in law enforcement organization find officers use the least force necessary, approach volatile people calmly.

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5.5 KEY WORDS

- **Self-control:** It is the ability which restrains one from doing a task which might not be in the interest of the individual.
- **Innovation:** It can be defined as the introduction of a new idea, process or technique.
- **Stress:** It is the body's reaction to any change that requires an adjustment or response.

5.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What are the different parameters for judging the self-worth of an individual?
2. How can self-worth be developed?
3. What are the elements of a personal competency framework?

Long Answer Questions

1. Discuss the essential personal competencies.
2. Explain the methods of improving self-control.

5.7 FURTHER READINGS

Saarni, Carolyn. 1999. *The Development of Emotional Competence*. New York: Guilford Press.

Reuven Bar-On, Kobus Maree, J. G. Maree and Maurice J. Elias. 2007. *Educating People to be Emotionally Intelligent*. Connecticut: Greenwood Publishing Group.

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UNIT 6 LEADERSHIP TRAITS

NOTES

Structure

6.0 INTRODUCTION

Teams can often achieve higher levels of performance than individuals because of the combined energies and talents of the members. Collaboration can produce motivation and creativity that may not be present in single-contractor projects.

Each member must fulfil his or her own obligations for the team to succeed, and the team, like a chain, is only as strong as its weakest member. In this context we don't measure strength or weakness at the gym, but in terms of productivity.

6.1 OBJECTIVES

After going through this unit, you will be able to:

- Describe the importance of team work
- Analyse the importance and successful implementation of career planning
- Discuss the ways to keep disruptive emotions at bay
- Explain the ways to manage passive emotions and stress

6.2 TEAM WORK AND CAREER PLANNING

A team wheel is a great way to showcase the strengths and opportunities – and potential challenges – for the team. It is a tool that uses a wheel with coloured dots to represent the wheel position of everyone on a particular team. This allows team members to quickly locate themselves on the wheel, as well as see how their position on the wheel relates to everyone else on the team.

Seven Steps of Intact Team Building

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The seven steps of building a high performance team are as follows:

- Setting Direction for a High-Performing Team
- Gathering and Deploying Resources
- Assembling the Team
- Allocating Work and Prioritizing
- Executing the Plan
- Motivating People and Resolving Conflict
- Developing the Team

Career is an occupation undertaken for a significant period of a person's life and with opportunities for progress. It describes an individuals' journey through learning, work and other aspects of life. Most of us use the term to exclusively refer to our journey through our professional lives.

Normally, employees want to advance and grow in their careers.

Most individuals develop quite early in their life, the idea or a mental image of what career they would like to pursue. Unless an organization meets these desires and aspirations of its employees, it cannot make optimum use of its human resources. But organizations have their own requirements and constraints which limit their capacity to meet the employees' expectations.

Career planning is an important technique for productive resolution of this conflict, between the individual and the organization.

From the employee's viewpoint, career planning can be defined as a systematic process by which one decides his/her career goals and the path to reach these goals. From an organization's point of view, career planning stands for the forward looking employment policies in which employees are helped to plan their careers in terms of their capacities within the context of organizational needs.

Aims and objectives of career planning

The principle objectives of career planning are:

- To secure the right person at the right time for the right job
- To provide adequate career avenues to employees to take on higher levels of responsibilities
- To strengthen the retention programme of the organization
- To maintain a contended team of employees

Need for career planning

Career planning is necessary due to the following reasons:

- To attract competent persons and retain them in the organization
- To provide suitable promotional opportunities
- Map out careers of employees suitable to their ability, and their willingness to be trained and developed for higher positions
- To ensure better utilization of managerial reserves within an organization
- To reduce employee dissatisfaction and turnover
- To correct employee placement
- To improve employee morale and motivation by matching their skills to job requirements
- To achieve higher productivity and organization development
- To provide guidance and encourage employee's need to fulfil their potentials

6.2.1 Benefits of Career Planning

Career planning helps employees enhance their job performance, thereby increasing the overall effectiveness of the organization. When employees are developed for future positions, the organization is assured of qualified and committed employees to replace the higher level employees. In short, career planning benefits not only the individual employees but also the organization. Table 6.1 explains the benefits of a career development system.

Table 6.1 *Benefits of a Career Development System*

Managers/Supervisors	*Employees*	*Organization*
Increased skill in careers	Helpful assistance with career decisions	Better use and management of own employee's own skills
Greater retention of valued employees	Enrichment of present job and increased job satisfaction	Dissemination of information at all organizational levels
Better communication between manager and employee	Better communication between employee and manager	Better communication with the organization as a whole
More realistic staff development	More realistic goal planning and expectations	Greater retention of valued employees
Productive performance appraisal discussions	Better feedback on performance	Expanded public image as a people developer
Greater understanding of the organization	Current information on the firm and the future	Increased effectiveness of personnel systems
Enhanced reputation as a people developer	Greater personal responsibility for career	Greater clarity of organization goals

Career planning is a process to assist the employees to achieve a better match between their career goals and the opportunities available in the organization. The career planning process generally involves the following steps:

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1. **Identifying individual needs and aspirations:** It is necessary to identify and communicate the career goals, aspirations and career anchors of every employee because most individuals may not have a clear idea about these. Therefore, an analysis of the employee career anchors, aspirations and goals must be done through objective assessment. This assessment is based on personnel inventory. Personnel inventory will reveal the age, qualifications, experience and aptitude of present employees. Appraisal of employees is then carried out to identify the employees having the necessary potential for climbing up the ladder and is willing to be promoted and to take up higher responsibilities. Such appraisal will reveal three categories of employees:
    (i) Employees who are already fit and willing to take up higher responsibilities.
    (ii) Employees who have the potential and willingness to take up higher responsibilities but would need training to refine their expertise.
    (iii) Employees who have the capacity to take up higher responsibilities but lack the interest or desire.

    Organizations have to take the aspirations of the first two categories of employees and outline career paths for them.
2. **Analysing career opportunities:** Once career aspirations and goals of employees are known, there is a need to analyse various career opportunities available to offer under prevailing career paths in the organization. Career paths can be determined for each position. It is also necessary to analyse career demands in terms of knowledge, skills, experience, aptitude, etc. Long-term and short-term career goals can be defined after relating specific jobs to different career opportunities. Career paths indicate career progression. Here also, since many employees may not be aware of their own career progression path, it needs to be made known to them. At a particular level, there may be young direct recruits as well as older persons who have risen to the level through promotions. The former aspire for quick career progression due to their better education and training. The latter cannot be expected to move up very high due to their limited professional education. Therefore, promotions and direct recruitment at every level must be so planned as to ensure a fair share to each group. This is called age balance in career paths.

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3. **Identifying congruence and incongruence:** At this stage, a mechanism for identifying congruence between the employee career aspirations and the organizational career system is developed. This helps to identify specific areas where mismatch or incongruence prevails. For this purpose, specific jobs are related to different career opportunities. Such matching helps to develop realistic career goals for both long term and short term.
4. **Action plans and periodic review:** Alternative strategies and action plans for dealing with mismatches are formulated and implemented. Some of the strategies used are as follows:
   - Changes in career system by creating new career paths, new incentives, new rewards by redesigning jobs for lateral movement
   - Change in the employee's hopes and aspirations by creating new needs, new goals and new aspirations
   - Seek new basis of integration through problem solving, negotiations, compromises, etc.
   - Training and development of suitable people so as to meet the needs of both the individuals and the organization.

After initiating these strategies, it is also necessary to review the same every now and then. Review will indicate to employees in which direction the organization is moving, what changes are likely to take place and what skills are needed to adapt to the changing needs of the organization.

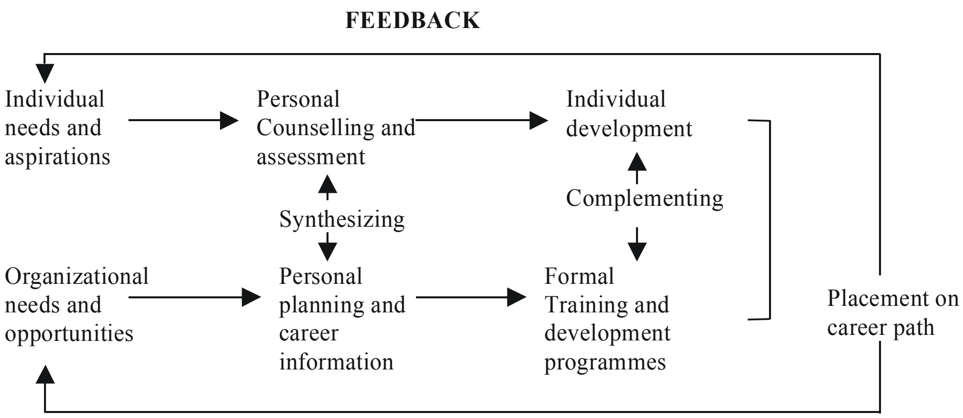


Figure 6.1 *Career Development: Matching Individual and Organizational Needs*

Source: Alpin, J C and Gester D K. '*Career Development: An Integration of Individual and Organizational Needs*' *Personnel*, March-April 1978, American Management Association: New York.

After an employee has been selected for a job, has been trained to do it and has worked on it for a period of time, his performance should be evaluated. Performance appraisal or merit rating is the mechanism to assess the contribution

of all human resources working at each level of the organization during a specific period of time. Performance appraisal enables the employees to know as to how they are performing in comparison with the set standards.

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6.2.2 Keeping Disruptive Emotions and Impulses in Check

Emotional self-control is our ability to keep disruptive emotions and impulses in check and maintain control over our actions. While this is important for everyone, it may be particularly crucial for a business owner or anyone in a leadership position.

These six strategies may help increase your emotional self-control when needed:

- Apply logic to your worries
- Self-regulation
- Self-understanding
- Adaptability
- Exercise control over your communications
- Know your impatience triggers

6.2.3 Passive Emotions and Stress

Etymologically the word emotion is derived from the Latin word *emovere* which means to stir up, to agitate or to excite. RS Woodworth (1945), by making use of this explanation has defined emotion in this way, 'Emotion is a moved or stirred up state of an organism. It is a stirred up state of feeling, that is, the way it appears to the individual himself. It is a disturbed muscular and glandular activity—that is the way it appears to an external observer'.

Given below are the important effects of emotions on the developing individual:

1. Emotions provide energy to an individual to face a particular situation.
2. Emotions work as motivators of our behaviour.
3. Emotions influence our adjustment in the society.
4. Highly emotional conditions disturb the mental equilibrium of an individual.
5. Highly emotional conditions disturb the reasoning and thinking of an individual.

Emotions can be both passive and active. Passive emotions are ignited when things do not happen are per expectation, but they do not incite any form of action. They are instictive and initial. Active emotions happen after the passive ones and are referred to the reactions to the actions.

Stress

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Stress is a state of mind that reflects certain biochemical reactions in the human body and is projected by a sense of anxiety, tension and depression and is caused by such demands by the environmental forces or internal forces that cannot be met by the resources available to the person. The intensity of such demands that require a readjustment of resources or operational styles would determine the extent of stress. Such environmental events or conditions that have the potential to induce stress are known as "stressors".

Medical researcher Hans Selye first used the term "stress" to describe the body's biological response mechanisms. He defined stress as "the nonspecific response of the body to any demand". It must be understood that for the stress to occur, the response should be non-specific. All responses require utilization of energy. Any demand made on the body that is for some specific activity that is natural, expected and a part of daily routine, does not necessarily create stress. Even walking, thinking, writing and doing physical activities that are a part of personal and organizational existence, require energy consumption of the body but are not necessarily stress producing forces.

Stress does not necessarily occur due to undesirable developments. All situations that produce increased demand on a vital activity requiring adaptation to a new situation, produce stress in the form of a stereotyped pattern of bio-chemical, functional and structural changes in the human organism. These situations could be fear, pain, fatigue, emotional arousal, humiliation, frustration, need for concentration, loss of blood, drugs, loss of a loved one, non-occurrence of an expected event and even unexpected successes that require a change in the operational style.

The stress created by desirable and successful events is called "eustress" and the stress created by undesirable outcomes is known as "distress". It is primarily the distress form of stress that requires examination and steps to cope with it. Eustress is a positive, healthy and developmental stress response. Thus, just as tension on muscles causes them to strengthen, some level of stress may lead to better performance and a more adjusted personality. Since we learn how to deal with our problems better, it improves our capacity to confront distress better. However, even though some levels of stress are necessary for psychological growth, creative activities and the acquisitions of new skills such as learning to drive a car or learning the use of a computer, it is the highly stressful situations that weaken a person's physical and psychological capacity to cope with the stressors that have dysfunctional consequences. Just as high level stress is damaging to the physical and psychological well-being of the person, extremely low levels of stress are equally undesirable for they cause boredom, and result in lack of stimulation, innovation and challenges. Thus moderate level of stress is necessary for higher level of performance.

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Stress Management

We know that some stress is necessary for optimum efficiency. We also have a general idea as to the level of stress that is destructive to job performance. Accordingly, it is necessary for individuals, as well as management to take steps to reduce stress to acceptable levels.

Individual strategies

It is necessary for the physical and psychological well-being of the person to reduce or eliminate the negative effects of stress. It is possible to manage stress, at least in the sense that a person can either avoid stressful conditions, change them or learn to cope with them. There are a number of ways by which stress can be managed so that the person has control over his life. Some of these strategies deal with the individual himself and focus on improving his physical and mental strength to deal with stress from all sources and some strategies deal specifically with job-related stress.

Check Your Progress

1. What is a team wheel?
2. What are the principle objectives of career planning?
3. State the important effects of emotions.

6.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. A team wheel is a great way to showcase the strengths and opportunities – and potential challenges – for the team. It is a tool that uses a wheel with coloured dots to represent the wheel position of everyone on a particular team.
2. The principle objectives of career planning are:
   - To secure the right person at the right time for the right job
   - To provide adequate career avenues to employees to take on higher levels of responsibilities
   - To strengthen the retention programme of the organization
   - To maintain a contended team of employees
3. Given below are the important effects of emotions on the developing individual:
   - Emotions provide energy to an individual to face a particular situation.
   - Emotions work as motivators of our behaviour.
   - Emotions influence our adjustment in the society.

- Highly emotional conditions disturb the mental equilibrium of an individual.
- Highly emotional conditions disturb the reasoning and thinking of an individual.

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6.4 SUMMARY

- A team wheel is a great way to showcase the strengths and opportunities – and potential challenges – for the team. It is a tool that uses a wheel with coloured dots to represent the wheel position of everyone on a particular team. This allows team members to quickly locate themselves on the wheel, as well as see how their position on the wheel relates to everyone else on the team.
- Career is an occupation undertaken for a significant period of a person's life and with opportunities for progress. It describes an individuals' journey through learning, work and other aspects of life. Most of us use the term to exclusively refer to our journey through our professional lives.
- Career planning helps employees enhance their job performance, thereby increasing the overall effectiveness of the organization. When employees are developed for future positions, the organization is assured of qualified and committed employees to replace the higher level employees.
- Career planning is a process to assist the employees to achieve a better match between their career goals and the opportunities available in the organization.
- After an employee has been selected for a job, has been trained to do it and has worked on it for a period of time, his performance should be evaluated. Performance appraisal or merit rating is the mechanism to assess the contribution of all human resources working at each level of the organization during a specific period of time.
- Emotional self-control is our ability to keep disruptive emotions and impulses in check and maintain control over our actions. While this is important for everyone, it may be particularly crucial for a business owner or anyone in a leadership position.
- Stress is a state of mind that reflects certain biochemical reactions in the human body and is projected by a sense of anxiety, tension and depression and is caused by such demands by the environmental forces or internal forces that cannot be met by the resources available to the person.
- Stress does not necessarily occur due to undesirable developments. All situations that produce increased demand on a vital activity requiring adaptation to a new situation, produce stress in the form of a stereotyped pattern of bio-chemical, functional and structural changes in the human organism.

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- There are a number of ways by which stress can be managed so that the person has control over his life. Some of these strategies deal with the individual himself and focus on improving his physical and mental strength to deal with stress from all sources and some strategies deal specifically with job-related stress.

6.5 KEY WORDS

- **Career management**: Career management is the combination of structured planning and the active management choice of one's own professional career.
- **Stress management:** It is a wide spectrum of techniques and psychotherapies aimed at controlling a person's level of stress, especially chronic stress, usually for the purpose of and for the motive of improving everyday functioning.

6.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What are the seven steps of building a high performance team?
2. State the need of career planning.
3. How can one keep disruptive emotions and impulses in check?

Long Answer Questions

1. Analyse the benefits and steps of career planning.
2. Describe the concept of stress in management.
3. What are some of the individual strategies to manage stress? Discuss.

6.7 FURTHER READINGS

Saarni, Carolyn. 1999. *The Development of Emotional Competence*. New York: Guilford Press.

Reuven Bar-On, Kobus Maree, J. G. Maree and Maurice J. Elias. 2007. *Educating People to be Emotionally Intelligent*. Connecticut: Greenwood Publishing Group.

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UNIT 7 TRUSTWORTHINESS AND CONSCIOUSNESS

NOTES

Structure

7.0 INTRODUCTION

Trustworthiness and consciousness are essential elements of emotional intelligence. It is recognized that trustworthy people act with integrity and the credibility of their actions is highly valued. Even the word–of–mouth of trustworthy people is highly valued. Also, trustworthy and conscientious people are strong enough to stand against unethical action and behaviour. This unit will help you understand the development of mutual trust between individuals and institutions and the significance of trustworthiness for the essential success of an organization.

7.1 OBJECTIVES

After going through this unit, you will be able to:

- Evaluate the development of mutual trust and relationship between individuals and institutions
- List the essential qualities of trustworthy people

7.2 MUTUAL TRUST AND RELATIONSHIP BETWEEN INDIVIDUAL AND INSTITUTIONS

In 1989, Goleman described trustworthiness and conscientiousness as accepting one's own performance and being honest with strong moral principles. The features of people who could be said trustworthy are those who:

- take responsibility of their own mistakes
- act morally and are indifferent to blame
- reliably confront unethical actions of others

- stand on principles and do not fear to take not so popular and difficult decisions.

7.2.1 For Identifying Conscientiousness

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Conscientious people are those who are guided by their sense of right and wrong. Essential features include the following:

- Keep their promises and fulfill the commitments.
- Take responsibility for achievement of their goals.
- They perform tasks in an organized way.

Credibility comes from taking responsibility of one's own actions. Those who work keep trustworthiness in mind, are clear to people about their values, principles, intuition and feelings. They can identify their mistakes and also face the consequences of their mistakes.

These who work with integrity are clear and honest about their own feelings and do not even shy away from admitting that they might have been feeling nervous about something, and this also benefits their originality. Integrity can be seen as the act of being open, honest and consistent; it underlines outshining performers in every field of work. Let us consider a sales person, whose job is to maintain public relationships, and if he hides some important information or fails to keep his promises, his business will be affected.

As surveyed by the ethics officers association on 1300 workers, it was concluded that almost half of the workers indulged in unethical practices most of the time. This included petty cheating such as making excuses of being sick for holidays or taking home some supplies. But 9 per cent were into lying or deceiving and 6 per cent were surveyed as giving false reports and documents. 9 per cent was found saying lies to their superiors. Some of them were involved in serious offences such that 3 per cent indulged in privacy and 1 per cent have been reported as giving false details. In contrast, a study of extraordinary accountants working at one of America's largest firms concluded that one difference they found was courage, they stood against their company's policies for their own welfare exhibiting immense integrity and self-confidence which has both good and bad sides. The good side is that the accountants had this courage and the bad side is that no individuals had this ability of exhibiting courage in front of their management.

7.2.2 Impulse Control: An Emotional Fault Line

- A corporate controller was fired out of his job, as he was under allegations of harassing his women employees and was generally aggressive towards people in general.
- An executive officer who exhibited self-restraint but was extrovert and friendly in nature was accused for leaking company secrets.
- A small industrial group's head was charged with criminal behaviour in managing his company's fund. He appointed some person with lack of consciousness and had little anxiety about the end results.

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These case studies mentioned show the distorted career graphs of people. It can be due to the lack of impulse control and gratification of needs. It can be solved if people start taking responsibility of their words and deeds.

The consulting firm advised that for the selection of employees for industrial jobs at all levels their level of self-restraint should be kept in mind. This will reduce the chances of creating any kind of problem. Impulsive control does not guarantee a successful career.

Let us take the case of football players. Even these players are also required to have some amount of spontaneity and impulsivity. As it has been observed in studies regarding college excellent performance, National Football League (NFL) draft choices and total 700 prices those with higher levels of restraint are more motivated as started by their teachers. They had better abilities as football players and leaders and were in good terms with the coach. Contrary to that, those with lower levels of restraint were seen to be harsh and not in harmony with the fellow players and were not ready to take suggestions from them. They were rigid in their arguments and used insulting language with the opponents and were immersed in showing off.

For instance, two football players were examined: one of them was found using drugs and the other was found engrossed frequently in fights and quarrels.

The common notion about the features of being conscientiousness may include being on time, cautious while doing work, self-discipline and responsible.

Check Your Progress

1. What are the features of trustworthy people?
2. Define conscientiousness.

7.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The features of people who could be said trustworthy are those who:
   - take responsibility of their own mistakes
   - they act morally and are indifferent to blame
   - they reliably confront unethical actions of others
   - stands on principles and do not fear to take not so popular and difficult decisions.
2. Conscientiousness means doing things governed by one's principles and consciousness.

7.4 SUMMARY

- In 1989, Goleman described trustworthiness and conscientiousness as accepting one's own performance and being honest with strong moral principles.

- Credibility comes from taking responsibility of one's own actions. Those who work keep trustworthiness in mind, are clear to people about their values, principles, intuition and feelings.
- Integrity can be seen as the act of being open, honest and consistent; it underlines outshining performers in every field of work.
- The common notion about the features of being conscientiousness may include being on time, cautious while doing work, self-discipline and responsible.

7.5 KEY WORDS

- **Self-discipline:** It implies regulation of oneself for improvement.
- **Spontaneity:** It refers to happening or done in a natural, often sudden way, without any planning or without being forced.

7.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. List the salient features of conscientious people.
2. How does one develop the qualities of trustworthiness and consciousness?

Long Answer Questions

1. Give examples to suggest the development of mutual trust between individuals and institutions.
2. Why is development of mutual trust considered essential for the success of a business organization?

7.7 FURTHER READINGS

Saarni, Carolyn. 1999. *The Development of Emotional Competence*. New York: Guilford Press.

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UNIT 8 ADAPTABILITY AND INNOVATION

NOTES

Structure

8.0 INTRODUCTION

In the previous unit, you were introduced to the concept of trust. In this unit, the discussion will turn towards the notions of adaptability and innovation. Adaptability means the quality of being able to adjust to new conditions while innovation is the process of translating an idea or invention into a good or service that creates value. The unit will also discuss the concepts of motivation, commitment and initiative.

8.1 OBJECTIVES

After going through this unit, you will be able to:

- Examine adaptability in the workplace
- Define innovation
- Describe the components of motivation
- Discuss commitment, initiative and optimism

8.2 ADAPTABILITY AND INNOVATION

The ability of an entity or organism to change itself or its responses to the changed scenarios or environment is called adaptability. The ability to learn and understand from experience and to improve the fitness of the learner as a competitor is

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adaptability.

Adaptability in Workplace

Adaptability is a looked for occupation aptitude as bosses progressively depend on adaptable sets of responsibilities in employees. An employee's capacity to adjust to changing circumstances and desires makes him increasingly significant to a present or forthcoming business. It additionally makes the employee progressively prepared for a variety of career opportunities.

Importance

Organizations should continually adjust to changing elements in the public arena or an industry, so they need specialists who can adjust to changing client needs, innovative capacities, and occupation jobs.

Personality Traits

An employee's capacity to adjust is regularly attached to core personality traits. A few people normally function admirably with change and can undoubtedly modify on the fly. Others, through supporting or created inclination, lean toward unsurprising work that remaining parts consistent after some time. Versatile workers for the most part exhibit a receptive outlook, tune in to elective thoughts and ways to deal with undertakings, think of imaginative or improve approaches to tackle issues and can modify practices and activities to meet current day or assignment requests.

Job Motivation

Firmly identified with an individual's capacity to adjust at work are regular occupation inspirational devices employers frequently use. Occupation expansion, work advancement and job rotation are techniques to improve worker motivation, increase work proficiency and help representatives grow more abilities.

Challenges

Adaptable workers discover greater work and advancement openings on the grounds that numerous individuals come up short on these basic aptitudes. A study revealed that less than 10 percent of managers felt universities were satisfactorily planning students for career success. Employers showed explicitly that representatives performed beneath expectations on adaptability and the related expertise of basic reasoning.

Ways to Develop Adaptability

Some of the ways to develop adaptability are as follows:

- **Redefine inspiration**. Adaptability starts with a readiness to adjust; an outlook that is open and prepared to acknowledge—and therefore survive—vulnerability at any time. One can do this by rethinking what motivates an individual. For example, on the off chance that self-awareness is an essential factor, at that point endeavour to see adaptability through the viewpoint of personal development; on the off chance that connections are a key driver, at that point an individual can consider how rich and significant

his relations with others will be after he adjusts. How the employee outlines the issue through his inner consciousness is the thing that decides his response, so in the event that he reclassifies how he sees the issue, at that point he can set himself up for progress. Being prepared and willing to adjust is a large portion of the fight.

Observe

The American football player Marshall Faulk inundated himself in the investigation of football. He was an understudy of the game through tenacious perception. Faulk would watch film after film of forthcoming opponents to draw into his mind the cautious players; non-verbal communication. By contemplating the non-verbal signs of his opposition, he constructed his acknowledgment aptitudes to the extent that he could envision players; best courses of action before they could. What Faulk did was limit the hole between stimulus and response in his inner consciousness which empowered him to act (for example foresee) and in this way adapt sooner.

How to improve on the skill of adaptability

Adaptability is a characteristic aptitude. It very well may be created and aced too. Here are a few tips to help improve this ability.

- **Observe and screen changes in one's condition**: One will not see the requirement for a change until one notices changes in one's condition. Adaptability must not be simple but rather auspicious also. One should continuously try to screen patterns, values, frames of mind and so on. Contrast present perceptions and past ones and discover what has changed. For example: Low client degree of consistency regardless of an expanded sales figure means that there are displeased old clients who should be taken care of.
- **Willingness to learn**: Observation alone is not sufficient. On the off chance that the after effect of one's perceptions recommends one to gain some new useful knowledge, one should not delay it. While one can get familiar with certain things all alone when outfitted with proper instructive assets, others may require instructional exercises from professional tutors.
- **Avoid procrastination**: An employee should not be simply happy to learn. One should remember that adjustments are progressively powerful when the move to adapt is made beforehand.
- **Acknowledge the fact that changes will undoubtedly happen**: Though it is hard to give up a standard, one should realize it is individuals who matter. On the off chance that clients or representatives never again need that item or mastery that an individual has, acknowledge it and attempt more new endeavours.

Innovation

Innovation is not just represented by introducing or implementing new ideas or methods. Innovation can be considered as a process that entails numerous activities to uncover new ways to do things. It should not be confused with creation since this can be defined as the act of making, inventing, or producing something.

However, new innovations can be realized with creativity. People need to think outside the box in order to create incremental enhancements.

The final component of Innovation is its capacity to be productive

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Within an organization, creative and useful thinking can lead to a renaissance of productivity. Innovative thinking is exciting and challenging, which can boost motivation and output for employees who work close to the area where innovative thinking is stirring. The productive potential of innovative thinking goes further than that, however – innovation often breeds further innovation in other people, by reframing how people see a problem and identifying new possibilities. If an organization is experiencing a period of high innovation, one is likely to see greater generation of ideas (higher generation of ideas), and the identification of problems to solve practically (problem identification).

Innovation can lead to a Higher Generation of Ideas

In an innovative work environment, the individuals who earlier were not able to give new and innovative ideas are now able to produce unique and innovative ideas. Hence, reflective on the higher levels of innovative thinking of the staff in the innovative work environment. Creativity can be somewhat infectious, according to some psychological research; furthermore, thinking in a divergent way is a skill that can be learned through proximity to creative others (Oldham and; Cummings, 1996). This is especially the case when new ideas are useful – random creativity is less inspiring than practical innovation. The 'infectiousness' of innovation can occur on an individual and organizational level – a highly creative employee can encourage others to be more innovative in their midst, but a culture of creativity can also be fostered from the top-down, to boost the innovation across an entire team (Amabile et al, 1996).

Problem finding is a Key Skill of Innovative Thinkers

Meaningful innovation is not reactive, it is proactive. While a creative solution to an existing industry problem can be impactful and valuable, it may still be engaging with the problem as it has been typically defined and perceived. Innovative thinkers reframe problems in new ways – a communication problem may be seen, in their eyes, as a technological problem, or a pain point may be seen as an opportunity. Innovative thinkers are often adept at "problem finding" – seeing a need or an area of improvement that has not even been identified as a "problem" yet by others (Hocking; Vernon, 2017).

Check Your Progress

1. Define adaptability.
2. What is innovation?

8.3 MOTIVATION: ACHIEVEMENT DRIVE

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Motivation is defined as the procedure that induces, guides, and maintains goal-oriented behaviours. Motivation is what causes us to take actions, whether it is getting a glass of water to quench our thirst or reading a book to acquire knowledge.

Motivation comprises of the biological, emotional, social, and cognitive forces that ignites an action or behaviour. In everyday usage, the term motivation is frequently used to describe why a person does something. The term motivation refers to foundation that activates, directs, and sustains goal-directed behaviour. Motives are the reasons of behaviour—the needs or wants that drive behaviour and clarifies what action we take.

Components of Motivation

Anyone who has ever had an aim probably instantly realizes that simply having the wish to fulfil something is not enough. Achieving such a goal requires the ability to carry on through hindrances and abidance to keep going in spite of difficulties. There are three major ingredients to motivation: activation, persistence, and intensity.

- Activation involves the decision to induce a behaviour, such as joining a gym.
- Persistence is the abidance toward a goal even though hindrances may take place.
- Intensity can be referred as the concentration and spirit that directs a goal.

The concepts proposed by psychologists behind motivation are as follows:

- **Instincts:** Instincts are explained using the instinct theory which states behaviours are guided by instincts which are innate. Psychologists who have worked on this are William James, Sigmund Freud and William McDougal. They gave the basic human drives guiding behaviour. These include biological instincts like fear, cleanliness and love to survive.
- **Drives and Needs:** Behaviour patterns of drinking, eating and sleeping are biological in nature. Every animal has a biological need to have food, water and shelter. Therefore they drink, sleep and eat. These can be explained using the drive theory which says that we are guided or motivated by the need to satisfy these drives.
- **Arousal Level:** Arousal theory refers to when people are motivated to get involved in behaviours or actions which help them sustain an optimal level of arousal. There are people having low level of arousal needs usually indulge in relaxing activities like reading a book whereas the ones who are opposite are motivated enough to seek thrill and sensation like riding bicycles.
- **Extrinsic vs Intrinsic Motivation:** Motivation can be divided into extrinsic motivation and intrinsic motivation. Extrinsic ones are those which originate from the external sources such as rewards, praise, money and even social recognition. Intrinsic includes all those which is internally originating from the individual such as solving a complex puzzle or a mystery which is purely concerned with personal gratification of solving it.
- **Drives and Motives:** There are two aspects in which motivation is divided:

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drives and motives. Drives are primarily biological which include thirst, hunger, sleepiness, and the need to reproduce. This helps us to seek out and get involve in certain activities. Drives are believed to arise from within and may not need any external stimuli to persuade behaviour. Motives predominantly, on the other hand, are directed by social and psychological mechanisms such as work, family and relationships. They may occur due to praise and approval.

- **Motivation vs Emotion:** Motivation and Emotion are two predominantly and fundamentally different things, although they are intrinsically linked. Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviours. Motivation is what causes you to act. Emotion on the other hand is defined as a subjective state of being that is often described as a feeling. Motivation and Emotion usually go hand in hand. For example, the emotion of fear can motivate a person to avoid a stressful situation where as emotion of happiness can motivate a person to be more prosperous.

8.3.1 Commitment

Commitments are necessary in one's life and we all make commitments. Commitments can be to your friends, family, it can be towards your job or to the ones you love. It makes you a trustworthy person in what you do. It also shows that you can be counted at any time by others who depends on you. In order to make commitment, there should be some sought of liking towards a particular thing or towards someone. When you are committed, for being successful in achieving, you will do the best you can do. For this one should have the right attitude, passion and a clear goal. There are situations where one goes towards the things which are wrong, the prohibited things, things that are unsocial and not accepted. That is the time when you have to see if you are doing the right thing by checking your stance. It can be done by having a psychological test and looking where it will take you negatively and affect the value of your life. Commitment can be controlled only by you as it is a mental thing. It will bring you fortune and success in life if you give your 100% in whatever you do.

Robert Sternberg Theory of Triangular Love

The triangular theory of love holds that love can be understood in terms of three components that together can be viewed as forming the vertices of a triangle. The triangle is used as a metaphor, rather than as a strict geometric model. These three components are intimacy, passion, and decision/commitment. Each component manifests a different aspect of love.

Intimacy: Intimacy refers to feelings of closeness, connectedness, and bondedness in loving relationships. It thus includes within its purview those feelings that give rise, essentially, to the experience of warmth in a loving relationship.

Passion: Passion refers to the drives that lead to romance, physical attraction, sexual consummation, and related phenomena in loving relationships. The passion component includes within its purview those sources of motivational and other

forms of arousal that lead to the experience of passion in a loving relationship.

Decision/Commitment: Decision/commitment refers, in the short-term, to the decision that one loves a certain other, and in the long-term, to one's commitment to maintain that love. These two aspects of the decision/commitment component do not necessarily go together, in that one can decide to love someone without being committed to the love in the long-term, or one can be committed to a relationship without acknowledging that one loves the other person in the relationship.

The Love Triangle

The three components of love interact with each other: For example, greater intimacy may lead to greater passion or commitment, just as greater commitment may lead to greater intimacy, or with lesser likelihood, greater passion. In general, then, the components are separable, but interactive with each other. Although all three components are important parts of loving relationships, their importance may differ from one relationship to another, or over time within a given relationship. Indeed, different kinds of love can be generated by limiting cases of different combinations of the components.

The three components of love generate eight possible kinds of love when considered in combination. It is important to realize that these kinds of love are, in fact, limiting cases: No relationship is likely to be a pure case of any of them.

Non-love refers simply to the absence of all three components of love. Liking results when one experiences only the intimacy component of love in the absence of the passion and decision/commitment components. Infatuated love results from the experiencing of the passion component in the absence of the other components of love. Empty love emanates from the decision that one loves another and is committed to that love in the absence of both the intimacy and passion components of love.

Romantic love derives from a combination of the intimacy and passion components.

Companionate love derives from a combination of the intimacy and decision/ commitment components of love. Fatuous love results from the combination of the passion and decision/commitment components in the absence of the intimacy component. Consummate, or complete love, results from the full combination of all three components. The geometry of the love triangle depends upon two factors: amount of love and balance of love. Differences in amounts of love are represented by differing areas of the love triangle: The greater the amount of love, the greater the area of the triangle. Differences in balances of the three kinds of love are represented by differing shapes of triangles. For example, balanced love (roughly equal amounts of each component) is represented by an equilateral triangle. Love does not involve only a single triangle. Rather, it involves a great number of triangles, only some of which are of major theoretical and practical interest. For example, it is possible to contrast real versus ideal triangles. One has not only a triangle representing his or her love for the other, but also a triangle representing an ideal

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other for that relationship. Finally, it is important to distinguish between triangles of feelings and triangles of action. From the organizational perspective, commitment might be affective, normative and continual in nature.

8.3.2 Initiative

Initiative versus guilt is the third stage of Erik Erikson's theory of psychosocial development. This stage occurs during the preschool years, between the ages of 3 and 5. During the initiative versus guilt stage, children begin to assert their power and control over the world through directing play and other social interaction.

A Closer Look at the Initiative vs. Guilt Stage

According to Erikson's theory, the first two stages of child development are concerned with trust versus mistrust and autonomy versus shame and doubt. During these first two periods, the focus is on children forming a sense of trust in the world as well as feelings of independence and autonomy. Each of these foundational stages plays a role in the later stages that will follow. It is as children enter the preschool years that they begin the third stage of psychosocial development centred on initiative versus guilt. If they have successfully completed the earlier two stages, kids now have a sense that the world is trustworthy and that they are able to act independently. Now it is important for kids to learn that they can exert power over themselves and the world. They need to try things on their own and explore their own abilities. By doing this, they can develop ambition and direction.

How Do Kids Develop Initiative?

Children need to begin asserting control and power over the environment by taking initiative by planning activities, accomplishing tasks and facing challenges. During this stage, it is important for caregivers to encourage exploration and to help children make appropriate choices. Caregivers who are discouraging or dismissive may cause children to feel ashamed of themselves and to become overly dependent upon the help of others. This stage can sometimes be frustrating for parents and caregivers as children begin to exercise more control over the things that impact their lives. Such decisions can range from the friends they play with, the activities they engage in, and the way that they approach different tasks. Parents and other adults might want to guide children toward certain friends, activities, or choices, but children might resist and insist on making their own choices. While this might lead to some conflicts with parental wishes at times, it is important to give kids a chance to make such choices. However, it is important that parents continue to enforce safe boundaries and encourage children to make good choices through the use of modelling and reinforcement. As you might guess, play and imagination take on an important role at this stage. Children have their sense of initiative reinforced by being given the freedom and encouragement to play. When efforts to engage in physical and imaginative play are stifled by caregivers, children begin to feel that their self-initiated efforts are a source of embarrassment. Children who are over-directed by adults may struggle to develop a sense of initiative and confidence in their own abilities. Success in this stage leads to a sense of purpose,

while failure results in a sense of guilt. What does Erikson mean by guilt? Essentially, kids who fail to develop a sense of initiative at this stage may emerge with a fear of trying new things. When they do direct efforts toward something, they may feel that they are doing something wrong. While mistakes are inevitable in life, kids with initiative will understand that mistakes happen and they just need to try again. Children who experience guilt will instead interpret mistakes as a sign of personal failure, and may be left with a sense that they are bad.

8.3.3 Optimism

The British politician Winston Churchill once said, 'A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty.' Research shows that, generally, human beings are hardwired to be more optimistic than not. It is an admirable quality, one that can positively affect a person's mental and physical health. Optimism can also help reduce a person's stress and increase longevity. Some optimists consistently ascribe benevolent motives to others and interpret situations in the best possible light; others simply disassociate their internal mood from external circumstances, no matter how sticky. Being optimistic is not necessarily always the strategy, though. Research shows that tempering a sunny disposition with a small dose of realism, or even pessimism, might be the best way to build resilience and achieve ones goals.

Benefits of Optimism

Some of the benefits are as follows:

Superior Health

In a study of 99 Harvard University students, those who were optimists at age 25 were significantly healthier at ages 45 and 60 than those who were pessimists. Other studies have linked a pessimistic explanatory style with higher rates of infectious disease, poor health, and earlier mortality.

Greater Achievement

Seligman analyzed the explanatory styles of sports teams and found that the more optimistic teams created more positive synergy and performed better than the pessimistic ones. Another study showed that pessimistic swimmers who were led to believe they'd done worse than they had were prone to future poor performance. Optimistic swimmers didn't have this vulnerability.

Persistence

Optimists do not give up as easily as pessimists, and they are more likely to achieve success because of it. Some optimistic businessmen have been bankrupt (even multiple times), but have been able to persist and turn their failures into millions.

Emotional Health

In a study of clinically depressed patients, it was discovered that 12 weeks of cognitive therapy (which involves reframing a persons thought processes) worked better than drugs, as changes were more long-lasting than a temporary fix. Patients who had this training in optimism had the ability to more effectively handle future

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setbacks.

Increased Longevity

In a retrospective study of 34 healthy Hall of Fame baseball players who played between 1900 and 1950, optimists lived significantly longer. Other studies have shown that optimistic breast cancer patients had better health outcomes than pessimistic and hopeless patients.

Less Stress

Optimists also tend to experience less stress than pessimists or realists. Because they believe in themselves and their abilities, they expect good things to happen. They see negative events as minor setbacks to be easily overcome and view positive events as evidence of further good things to come. Believing in themselves, they also take more risks and create more positive events in their lives. Additionally, research shows that optimists are more proactive with stress management, favouring approaches that reduce or eliminate stressors and their emotional consequences. Optimists work harder at stress management, so they're less stressed.

Optimists explain positive events as having happened because of them (internal). They also see them as evidence that more positive things will happen in the future (stable) and in other areas of their lives (global). Conversely, they see negative events as not being their fault (external). They also see them as being flukes (isolated) that have nothing to do with other areas of their lives or future events (local). For example, if an optimist gets a promotion, she will likely believe it's because she's good at her job and will receive more benefits and promotion in the future. If she's passed over for the promotion, it's likely because she was having an off-month because of extenuating circumstances, but will do better in the future.

Pessimists

Pessimists think in the opposite way. They believe that negative events are caused by them (internal). They believe that one mistake means more will come (stable), and mistakes in other areas of life are inevitable (global), because they are the cause. They see positive events as flukes (local) that are caused by things outside their control (external) and probably will not happen again (unstable). A pessimist would see a promotion as a lucky event that probably will not happen again, and may even worry that she'll now be under more scrutiny. Being passed over for promotion would probably be explained as not being skilled enough.

Check Your Progress

3. What does motivation comprises of?
4. What is passion?

8.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

NOTES

1. The ability to learn and understand from experience and to improve the fitness of the learner as a competitor is adaptability.
2. Innovation can be considered as a process that entails numerous activities to uncover new ways to do things.
3. Motivation comprises of the biological, emotional, social, and cognitive forces that ignites an action or behaviour.
4. Passion refers to the drives that lead to romance, physical attraction, sexual consummation, and related phenomena in loving relationships.

8.5 SUMMARY

- The ability to learn and understand from experience and to improve the fitness of the learner as a competitor is adaptability.
- Adaptable workers discover greater work and advancement openings on the grounds that numerous individuals come up short on these basic aptitudes.
- Adaptability starts with a readiness to adjust; an outlook that is open and prepared to acknowledge—and therefore survive—vulnerability at any time.
- New innovations can be realized with creativity. People need to think outside the box in order to create incremental enhancements
- Motivation is defined as the procedure that induces, guides, and maintains goal-oriented behaviours. Motivation is what causes us to take actions, whether it is getting a glass of water to quench our thirst or reading a book to acquire knowledge.
- Commitments are necessary in one's life and we all make commitments. Commitments can be to your friends, family, it can be towards your job or to the ones you love.
- The three components of love generate eight possible kinds of love when considered in combination.
- Initiative versus guilt is the third stage of Erik Erikson's theory of psychosocial development. This stage occurs during the preschool years, between the ages of 3 and 5.
- Optimism can also help reduce a person's stress and increase longevity. Some optimists consistently ascribe benevolent motives to others and interpret situations in the best possible light; others simply disassociate their internal mood from external circumstances, no matter how sticky.
- Pessimists think in the opposite way. They believe that negative events are caused by them (internal). They believe that one mistake means more will come (stable), and mistakes in other areas of life are inevitable (global), because they are the cause.

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8.6 KEY WORDS

- **Optimist:** It refers to a person who tends to be hopeful and confident about the future or the success of something
- **Intimacy:** It refers to feelings of closeness, connectedness, and bondedness in loving relationships.
- **Emotion:** It is a strong feeling deriving from one's circumstances, mood, or relationships with others.
- **Persistence:** It means the fact of continuing in an opinion or course of action in spite of difficulty or opposition.

8.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What is the importance of adaptability in organizations?
2. Differentiate between extrinsic and intrinsic motivation.
3. Write a short-note on how kids develop initiative.
4. Who are pessimists?

Long Answer Questions

1. Discuss some of the ways to develop adaptability.
2. Describe the components of motivation.
3. Discuss the triangular theory of love.
4. Describe some of the benefits of optimism.

8.8 FURTHER READINGS

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BLOCK III
LEADERSHIP STYLES AND SOCIAL SKILLS

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UNIT 9 OVERVIEW OF SOCIAL COMPETENCE

Structure

9.0 INTRODUCTION

In the previous unit, you learnt about concepts such as adaptability, motivation, commitment, initiative and optimism. In this unit, we will discuss the concepts of social competence and empathy and the ideas associated with them.

Social competence consists of social, emotional, cognitive and behavioural skills needed for successful social adaptation. It also reflects having an ability to take another's perspective concerning a situation, learn from past experiences, and apply that learning to the changes in social interactions. On the other hand, empathy refers to the capacity to understand or feel what another person is experiencing from within their frame of reference, that is, the capacity to place oneself in another's position.

9.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the importance of social competence
- Explain the development of empathy
- Describe how diversity can be leveraged
- Explain how political awareness is a central element of empathy

9.2 SOCIAL COMPETENCE

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As you have learnt in Unit 2, social competence is defined as the ability to handle social interactions effectively. In other words, social competence refers to getting along well with others, being able to form and maintain close relationships, and responding in adaptive ways in social settings.

A child's social competence depends upon a number of factors including the child's social skills, social awareness, and self-confidence. The term social skills describes the child's knowledge of and ability to use a variety of social behaviours that are appropriate to a given interpersonal situation and that are pleasing to others in each situation. The capacity to inhibit egocentric, impulsive, or negative social behaviour is also a reflection of a child's social skills. The term emotional intelligence refers to the child's ability to understand the emotions of others, perceive subtle social cues, "read" complex social situations, and demonstrate insight about others' motivations and goals. Children who have a wide repertoire of social skills and who are socially aware and perceptive are likely to be socially competent.

Importance of social competence

Social competence is important for the following reasons:

- Increasingly with age, peers rather than parents become preferred companions, providing important sources of entertainment and support.
- In the context of peer interactions, young children engage in fantasy play that allows them to assume different roles, learn to take another person's perspective, and develop an understanding of the social rules and conventions of their culture.
- A key developmental task of adolescence is the formation of an identity—a sense of the kind of person you are and the kind of person you want to be. Adolescents 'try on' different social roles as they interact with peers, and peers serve as a social 'stepping stone' as adolescents move away from their emotional dependence upon their parents and toward autonomous functioning as an adult.
- In addition, relationships with peers typically involve more give-and-take than relationships with adults, and thus provide an opportunity for the development of social competencies such as cooperation and negotiation.

Approaches and Theories

Some of the approaches and theories of social competence are discussed below:

Peer regard/status approaches

One's social competence is defined by these approaches based on how popular one is with his peers. The more well-liked one is, the more socially competent they are.

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Social skill approaches

Behaviours are used as guidelines by these. Behaviours that demonstrate social skills are compiled and are collectively identified as social competence.

Relationship approaches

Social competence is assessed by the quality of one's relationships and the ability to form relationships, according to these approaches. Competence depends on the skills of both members of the relationship; a child may appear more socially competent if interacting with a socially skilled partner.

Functional approaches

Concerned with the identification of social goals and tasks the functional approach is context-specific and concerned with the identification of social goals and tasks. The focus of this this approach is on the outcomes of social behaviour and the processes leading to those outcomes. Information-processing models of social skills are important here, and based on the idea that social competence results from social-cognitive processes.

9.2.1 Models of Social Competence

The role of context and situation specificity in operationalizing the competence construct is stressed by early models of social competence. The organization and integration of the various component skills, behaviours and cognitions associated with social competence is allowed by these models. Where global definitions focus on the "ends" rather than the "means" by which such ends are achieved, a number of models directly attend to the theorized processes underlying competence. These process models are context specific and seek to identify critical social goals and tasks associated with social competence. Other models focus on the often overlooked distinction between social competence and the indices (i.e., skills and abilities) used to gauge it.

Behavioural–analytic model

A five step behavioural-analytic model outlining a definition of social competence was developed by Goldfried and D'Zurilla.

The specific steps proposed in the model include:

1. situational analysis,
2. response enumeration,
3. response evaluation,
4. measure development, and
5. evaluation of the measure.

Let's have a brief look at these steps.

1. Situation analysis – defined on the basis of certain criteria it is a critical situation is, which include:
   - (i) occurs with some frequency
   - (ii) presents a difficult response decision

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(iii) results in a range of possible responses in a given population. Situation identification and analysis is accomplished through a variety of methods, including direct observation by self or others, interviews, and surveys.

2. Response enumeration – to each situation sampling of possible responses is obtained. Procedures for generating response alternatives include direct observation, role plays, and simulations in video and/or written formats.
3. Response evaluation – for effectiveness by "significant others" in the environment the enumerated responses are judged An important element is that a consensus must emerge or the particular item is removed from future consideration.

In the last two steps (4 and 5) a measure for assessing social competence is developed and evaluated.

Tri-component model

A tri-component model, viewing social competence as a multilevel construct made up of social adjustment, social performance, and social skills, can be a useful heuristic for clinicians and researchers seeking to modify, predict, or explain children's social functioning. The implications for assessing social competence in this way are discussed.

The quadripartite model

To consist of four superordinate sets of skills, abilities, and capacities the essential core elements of competence are theorized:

(1) cognitive skills and abilities,

(2) behavioural skills,

(3) emotional competencies, and

(4) motivational and expectancy sets.

Let's look at these set of skills here briefly:

1. Cognitive skills and abilities – cultural and social knowledge necessary for effective functioning in society (i.e., academic and occupational skills and abilities, decision-making ability, and the processing of information)
2. Behavioural skills – knowledge of behavioural responses and the ability to enact them (i.e., negotiation, role- or perspective-taking, assertiveness, conversational skills, and prosocial skills)
3. Emotional skills – affect regulation and affective capacities for facilitating socially competent responding and forming relationships
4. Motivational and expectancy sets – an individual's value structure, moral development, and sense of efficacy and control.

Contributing Variables

Some of the contributing variables of social competence are:

Temperament

The term temperament refers to one's biological response to the environment. It includes things like rhythm, sociability, and arousal which may affects one's social competence and overall personality.

Attachment

The child's first experience of attachment with his care giver is known to play a central role in the overall development of their social skills, social competence and behaviours. A good experience of attachment allows the infant to see the world outside him as a predictable, trustworthy environment instead of seeing it as an unsafe, cruel place to be in. There are four types of attachment styles one sees in infancy namely—secure, anxious-avoidant, anxious-resistant and disorganized or disoriented. Research over the years has shown that children who have had a secure attachment, display higher levels of social competence as compared to children with insecure attachments who are seen to be high on anxiety.

Parenting style

Parenting patterns play a key role in difference areas of social and emotional development, social competences, academic performance and behavioural problems of an individual. The two key aspects of parenting styles are —parental warmth or responsiveness and parental control or demandingness. Parents who follow the responsiveness parenting style, and intentionally foster individuality, self-regulation and self -assertion in their children by being supportive and responsible to the children's needs and demands. In contrast, parents that follow a controlling parenting style use lot of disciplinary effort, engage in excessive supervision and tend to confront their children when they disobey. Based on the amount of control the parents lay on their children, there are four types of parenting styles namely:

- Indulgent/ permissive
- Authoritarian
- Authoritative
- Indifferent or uninvolved

Social competence also gets affected by one's relationship with teachers, peers, neighbourhood and community at large.

Assessments

To assess social competence, several assessment methods are used. These include:

1. Child–adolescent interview
2. Observations
3. Parent report measures
4. Self-report measures

5. Sociometric measures (i.e., peer nominations)
6. Teachers report measures

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Check Your Progress

1. Define social competence.
2. What are the two key aspects of parenting style?

9.3 EMPATHY: UNDERSTANDING AND DEVELOPING OTHERS

Empathy can be seen as an ability to put yourself into someone else's place and then seeing things according to the person's frame of reference. Its equivalent to putting yourself in other's shoes. Empathy is an umbrella term for emotional states. Some different types of empathy may include cognitive, emotional and somatic empathy. Empathy comes from a Greek word and the term was coined by Herman Lotze and Robert Vischer to create German word and was later adapted into English by Edward B Titchener to give the word empathy. Alexithymia refers to lack of understanding, comprehending and accepting emotions within oneself and hence it comes out to be as running away from own emotions. Empathy is an umbrella term that covers the various different emotional states. It can be seen including the following characteristics:

1. Caring and helping others
2. Sharing same emotions as others
3. Concerning about others emotions, feelings and thinking
4. Non-discrimination of self and others.

The line that separates oneself and others is seemingly blurred for empaths and empathy can be seen as a tender-hearted behaviour towards others. Understanding that many factors go into the single shot of decision making and cognitive thought processes. Past experiences are also influential. Understanding these factors can lead to larger level of acceptance of decision that may seem illogical and too out of common sense. Other factors such as dysfunctional homes, childhood traumas, lack of positivity and many more factors are also taken into account, as they influence brain connection. The study of development of empathy is credited to Martin Hoffman and empathy is seemingly innate. The terms, compassion and sympathy are associated with empathy. It is different from pity and emotional contagion (subconsciously catching emotions without recognizing them).

As empathy includes emotions, hence the way to characterize empathy is same as characterization of emotions. The ability to imagine oneself as someone else is a sorted imaginative process. The basic capacity of recognition of emotions are inborn and can be trained further. The human capacity to comprehend the

bodily feelings are related to the imitative capacities. The humans tend to associate body movements and facial expressions with the production of corresponding emotional responses. They connect vocal expression, inner feelings and tone of voice. The positive psychology see empathy related to altruism and egoism. They impose that people moved by empathy are altruistic and this may lead to dysfunctional behaviour in relationships and polarization.

Classification and Types

The different types of empathy are as follows:

- **Affective empathy**

It is also called emotional empathy and includes the capacity of an individual to respond to others with appropriate emotions. It is based on emotional contagion.

There are following scales on which affective empathy is divided.

1. Empathic concern: sympathy to others in response to their suffering.
2. Personal distress: the sense of discomfort within oneself in response to others sufferings.

- **Cognitive empathy**

Ability to understand the difference of perspective and opinions. There are slight evidences of relationship between cognitive and affective empathy but is still insufficient. These two types are still considered independent of other. Cognitive empathy can be divided into following scales: fantasy, tactical and perspective taking**.**

- **Somatic empathy**

It refers to the physical reaction to someone's suffering and it is based on the mirror neuron working phenomenon.

Development of Empathy

Let us see now how empathy develops.

Cross species evolutional development

Studies show that empathy is not only restricted to human behaviour but can be traced back to mammals in general. It can be seen that dolphins save humans from drowning. Empathy is also seen in primates, bonobos being the most empathetic of all. Rodents also show empathetic reactions towards the sadness of their cage mates. One important study includes PAM (neural perception action mechanism). This study says that the empathy is not biological in nature as whole, but is rather the net result of parental care, socialization, attachment and communication. The neural circuits involved in the phenomenon include brain stem, amygdala, basal ganglia, hypothalamus, insula and orbitofrontal cortex. The boundary between egoism and empathy blurts when there is lack of self-awareness. The first mammals

give the evidence of lack of egoism, suggesting that the animals older than mammals do not have empathy mechanism for sure. The distinction between egoism and empathy is not clear in case of primer mammals.

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Ontogenetic developments of individual

The child of two years of age, fundamentally displays the elements of empathy where he responds in the same way of as of the others. Although before that there are initial signs of empathy, and understands their roles, goals and others actions. The toddlers tend to play games that requires pretending and falsehood. It is done to know about the emotions of others before manipulating them. To gain this, it is important that children are exposed to one to one interaction and opportunities to meet people.

Apart from early signs of empathy, the full blown phenomenon is seen by the age of 4. By this time, theory of mind is also seen. Theory of mind suggests that there is an ability to understand difference of opinions and it is the cognitive component of empathy. This theory of mind is absent in autism.

Empathetic theory refers to the cognitive structural theory that addresses how individuals conceive personhood of patients. This theory was firstly applied to nurses to the other professions related to health care. Hence, empathy can be concluded as reaction of an individual to others emotional state. There are individual differences too while taking empathy into account. There are scales such as empathic concern scale and personal distress scale that may help to identify empaths and broaden the definition of empathy. Personality profile shows that certain personality traits such as agreeableness and extraversion are related to empathic accuracy and certain brain areas that are also seen to be associated to empathic reactions.

9.3.1 Service Orientation

Service orientation can be understood as the ability of empathy which you have towards others which then allows you to promote other's personal development. People with such emotional intelligence as capable to truly recognizing issues affecting performance and the ability to adopt situations to improve the required satisfaction or productivity. Let's learn about service orientation through an example in real management field.

Don Box was one of the first to propose a set of design guidelines referred to as his four tenets of service-orientation which he described primarily in relation to the Microsoft Indigo platform that was emerging at the time:

1. Boundaries are explicit
2. Services are autonomous
3. Services share schema and contract, not class
4. Service compatibility is based on policy

Other vendors and independent consultants have established their meaning of service-orientation and SOA. The impact of service orientation at the business level provided a study of how the service-orientation paradigm relates to fundamental componentization and the IBM Component Business Model (CBM). Paul Allen defines service orientation as a (business) standard, with three main components: business architecture, Service-oriented architecture and software oriented management. Allen's book defines seven Service-Oriented Viewpoints as follows:

1. Transparence-Smoothness of customer's experience in using the service.
2. Customer fit- Ability to tailor contribution to variations in customer needs.
3. Partner connectivity- Ability to use 3rd parties for performing commodity services.
4. Adaptation- Adapting to the changes in the marketplace.
5. Multi-channel capability- Support the customer end-to-end through process, using different mediums to achieve continuity.
6. Optimization- Presenting services in real time at high performance levels.
7. One-stop experience- Catering to various needs of the customers through one set of services.

Service-orientation includes increased return on investment, organizational agility and interoperability as well as a better alignment between business and IT. It builds heavily on earlier design paradigms and enhances them with standardization, loose coupling and business involvement. Service-orientation inherits a number of principles from earlier paradigms consisting of object-oriented programming, component-based software engineering and open distributed processing. It is commonly acknowledged that several service-orientation principles have their roots in the object-oriented design paradigm. The two are complementary paradigms and that there will always be a need for both. Services also inherit a number of features of software components, including:

- Multiple-use
- Non-context-specific
- Composable
- Encapsulated i.e., non-investigable through its interfaces
- A unit of independent deployment and versioning

Open Distributed Processing (ODP) combines the concepts of open systems and distributed computing, which are all inherited by service-orientation, including federation, interoperability, heterogeneity, transparency and trading/broking.

9.3.2 Political Awareness

A central element of empathy is political awareness. Political awareness is also a part of emotional intelligence. Political awareness refers to being sensitive to public policy and government, and the agendas driving politicians. In other words, it refers to having an understanding of the 'currents', or hidden agendas, in an organization, especially the ones present in power relationships. This understanding is actually an essential skill as when it is used for good, it can be used as a major tool to get things done in an organization far more smoothly and efficiently. Baddeley and James see political awareness as lying on a scale ranging from 'acting with integrity' to 'playing psychological games'. Political awareness can be used to create 'win-win' situations out of difficult political moments. No leader who wants to get things done can afford to turn a blind eye to the political dimensions that exist in their organization. An extension of political awareness is organizational politics. It is a natural part of life, and of life within an organization. Organizational politics is not about the organization chart, it's about how things really get done, who holds the real power to make decisions, and who are the key people that these decision makers listen to and take guidance from. When used wisely, it can prove to be a major asset.

9.4 LEVERAGING DIVERSITY

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences.

Diversity means more than just acknowledging and/or tolerating difference. Diversity is a set of conscious practices that involve: Understanding and appreciating interdependence of humanity, cultures, and the natural environment. Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others; Building alliances across differences so that we can work together to eradicate all forms of discrimination.

Diversity includes, therefore, knowing how to relate to those qualities and conditions that are different from our own and outside the groups to which we belong. Finally, we acknowledge that categories of difference are not always fixed but also can be fluid, we respect individual rights to self-identification, and we recognize that no one culture is intrinsically superior to another.

A diversity issue exists when:

1. An issue has a different impaction a particular group.
2. It happens more frequently to a particular group.
3. It is more difficult for one group to overcome.
4. A diversity issue exists where the policy practice has an impact exclusive of difference.

Having a diversity issue is not necessarily a bad thing. Doing nothing about it given you have knowledge of the issue is where organizations go wrong. Being in denial about these issues does not make them go away. Ignorance is not bliss inside or outside the courtroom. The real question is why do we have this issue and can we take action to correct it or improve the situation.

Leveraging diversity

In this context then leveraging diversity refers to a set of strategies one can use to maximize the talents of each person at work place to achieve the vision and mission of the organization. To ensure maximization of each individual's talent the following steps can be followed:

1. All individuals irrespective of their race, gender, ethnicity, capability or disability, sexual orientation, religion, etc., need to be respected well regardless of their individual differences.
2. A good knowledge and understanding of different cultures and backgrounds helps as it enables one to modify one's communication and behaviour patterns and use this knowledge to influence and manage people, resolve conflict and build effective teams.
3. One needs to try and develop collaborative and mutually beneficial working relationships among people irrespective of their individual differences
4. The value of diverse needs to be recognized and communicated.
5. Fosters an environment of inclusion, where diverse thoughts are freely shared, respected and integrated
6. As an organization one needs to develop such policies, procedures and values that encourage awareness and acceptance of diversity
7. One needs to recruit, develop, and retain a diverse, high quality workforce in an equitable manner

According to Blanchard, the following six strategies can also be used to enhance one's ability to successfully manage a diverse workforce.

1. Set a clear, inclusive vision: An organization needs to have a clear understanding of its purpose, future, operating values, and necessary steps to be taken in this regard.
2. Increase the quality and quantity of conversations occurring between managers and direct reports: In case of a diverse population this is

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essential as communication ensures that issues and concerns of everyone are addressed.

3. Walk the talk: A leader of the organization needs to preach what he or she practices and maintain his integrity.
4. Turn the organizational hierarchy upside-down: This involves making front line people serve customers while leaders get down to a supporting role and focus on removing roadblocks and providing resources as and when required.
5. Consider the whole person: Employees would want their leader to develop a personal equation with each one of them and to be felt cared, understood, supported and valued for their efforts to make a difference at work.
6. Increase involvement: Encourage participation and really listen to what people have to say as a diverse population gives one an opportunity to resolve a problem from a rich variety of viewpoints.

Globalization and the increasingly international nature of business is changing the requirements of leadership. The old ways of doing things are not necessarily the ways of leading in the future. By using the excitement, willingness and the capability of people from diverse backgrounds, leaders will find they are able to make a significant impact in their organizations, their communities, and in all walks of life.

Check Your Progress

3. What is affective empathy?
4. What is political awareness?
5. What does the concept of diversity encompass?

9.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Social competence refers to getting along well with others, being able to form and maintain close relationships, and responding in adaptive ways in social settings.
2. The two key aspects of parenting styles are —parental warmth or responsiveness and parental control or demandingness. Parents who follow the responsiveness parenting style, and intentionally foster individuality, self-regulation and self -assertion in their children by being supportive and responsible to the children’s needs and demands. In contrast, parents that follow a controlling parenting style use lot of disciplinary effort, engage in excessive supervision and tend to confront their children when they disobey.

3. Affective empathy is also called emotional empathy and includes the capacity of an individual to respond to others with appropriate emotions.
4. Political awareness refers to being sensitive to public policy and government, and the agendas driving politicians. In other words, it refers to having an understanding of the 'currents', or hidden agendas, in an organization, especially the ones present in power relationships.
5. The concept of diversity encompasses acceptance and respect.

9.6 SUMMARY

- Social competence is defined as the ability to handle social interactions effectively. In other words, social competence refers to getting along well with others, being able to form and maintain close relationships, and responding in adaptive ways in social settings.
- The role of context and situation specificity in operationalizing the competence construct is stressed by early models of social competence.
- Empathy can be seen as an ability to put yourself into someone else's place and then seeing things according to the person's frame of reference.
- The child of two years of age, fundamentally displays the elements of empathy where he responds in the same way of as of the others.
- Empathetic theory refers to the cognitive structural theory that addresses how individuals conceive personhood of patients. This theory was firstly applied to nurses to the other professions related to health care.
- Service-orientation includes increased return on investment, organizational agility and Interoperability as well as a better alignment between business and IT. It builds heavily on earlier design paradigms and enhances them with standardization, loose coupling and business involvement.
- Political awareness refers to being sensitive to public policy and government, and the agendas driving politicians. In other words, it refers to having an understanding of the 'currents', or hidden agendas, in an organization, especially the ones present in power relationships
- The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences.
- Diversity includes knowing how to relate to those qualities and conditions that are different from our own and outside the groups to which we belong.
- Leveraging diversity refers to a set of strategies one can use to maximize the talents of each person at work place to achieve the vision and mission of the organization.

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9.7 KEY WORDS

- **Empathy:** It is the ability to understand and share the feelings of another.
- **Ethnicity:** It means a large group of people who have the same national, racial, or cultural origins, or the state of belonging to such a group.
- **Globalization:** It means the process by which businesses or other organizations develop international influence or start operating on an international scale.
- **Somatic Empathy:** It refers to the physical reaction to someone's suffering and it is based on the mirror neuron working phenomenon.

9.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. Write a short-note on the models of social competence.
2. What are the characteristics of empathy?
3. What is service orientation?
4. How is political awareness a central element of empathy?

Long Answer Questions

1. What are the variable components of social competence? Explain each of them.
2. What is the importance of social competence? Discuss its approaches.
3. Describe the development of empathy in human beings.
4. Explain the concept of diversity? How is it leveraged?

9.9 FURTHER READINGS

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UNIT 10 OVERVIEW OF SOCIAL SKILLS

NOTES

Structure

10.0 INTRODUCTION

In the previous unit, you were introduced to the concept of social competence. Here, we will discuss social skills. Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance. Human beings are sociable creatures and we have developed many ways to communicate our messages, thoughts and feelings with others. This unit will discuss communication, conflict management, organizational behaviour, application of emotion and moods, job enrichment, job evaluation and job analysis.

10.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the different social skills
- Explain the importance of communication
- Examine the different ways of managing conflict
- Describe the concepts of job enrichment, job enlargement and job analysis

10.2 SOCIAL SKILLS

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Social aptitudes or skills are the abilities we use to convey and cooperate with one another, both verbally and non-verbally, through signals, non-verbal communication and our own appearance. People are amiable animals and we have created numerous approaches to impart our messages, considerations and sentiments with others. Social aptitudes are the manners by which we connect with others. On the off chance that we have great social aptitudes, at that point this can enable us to wind up sure, upbeat individuals who are anything but difficult to coexist with.

Some of the social abilities include:

- Cooperation
- Sharing
- Support
- Being tolerant
- Helping other people
- Tolerating contrasts

Social appitudes incorporate verbal and non-verbal correspondence, for example, discourse, signal, outward appearance and non-verbal communication. An individual has solid social abilities on the off chance that they have the learning of how to carry on in social circumstances and comprehend both composed and suggested rules when speaking with others. Youngsters with Autism Spectrum Disorder (ASD), Pervasive Developmental Disorder (Not Otherwise Specified) and Asperger's experience issues with social aptitudes.

Social aptitudes are imperative in empowering a person to have and maintain constructive connections with others. A significant number of these abilities are critical in making and supporting companionships. Social collaborations don't generally run easily and an individual should probably execute fitting techniques, for example, compromise when troubles in communications emerge. It is additionally significant for people to have 'sympathy' (for example having the option to place yourself into another person's shoes and perceive their sentiments) as it enables them to react in an understanding and minding approach to how others are feeling.

Art of Influence

Influence effectiveness is partly a function of the skill with which the influencer uses an influence technique. Like a skilled craftsman, it takes time and practice to perfect those skills. People who become highly skilled in the areas described below can be extraordinarily effective at leading and influencing other people. The research on power and influence shows that there are twenty-eight skills associated

with influence effectiveness. These skills fall into four categories: communication and reasoning, assertiveness, interpersonal, and interactive. In this section, you will only learn about the skill of communication.

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10.2.1 Communications

Communication is fundamental to the existence and survival of humans as well as to an organization. It is a process of creating and sharing ideas, information, views, facts, feelings, etc. among the people to reach a common understanding. A manager may be highly qualified and skilled but if he does not possess good communication skills, all his abilities becomes irrelevant. A manager must communicate his directions effectively to the subordinates to get the work done from them properly.

Importance of Communication

1. The Basis of Co-ordination

The manager explains to the employees the organizational goals, modes of their achievement and also the interpersonal relationships amongst them. This provides coordination between various employees and also departments. Thus, communications act as a basis for coordination in the organization.

2. Efficient Working

A manager coordinates the human and physical elements of an organization to run it smoothly and efficiently. This coordination is not possible without proper communication.

3. The Basis of Decision Making

Proper communication provides information to the manager that is useful for decision making. No decisions could be taken in the absence of information. Thus, communication is the basis for taking the right decisions.

4. Increases Managerial Efficiency

The manager conveys the targets and issues instructions and allocates jobs to the subordinates. All of these aspects involve communication. Thus, communication is essential for the quick and effective performance of the managers and the entire organization.

5. Increases Cooperation and Organizational Peace

The two-way communication process promotes co-operation and mutual understanding amongst the workers and also between them and the management. This leads to less friction and thereby to industrial peace in the factory and efficient operations.

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6. Boosts Morale of the Employees

Good communication helps the workers to adjust to the physical and social aspect of work. It also improves good human relations in the industry. An efficient system of communication enables the management to motivate, influence and satisfy the subordinates which in turn boosts their morale and keeps them motivated.

Communication skills

There are wide scopes of manners by which we impart and more than one might happen at some random time. The various classes of correspondence include:

- **Spoken or Verbal Communication**, which incorporates eye to eye, phone, radio or TV and other media.
- **Non-Verbal Communication**, covering non-verbal communication, motions, how we dress or act, where we stand, and even our fragrance. There are numerous inconspicuous ways that we impart (maybe even unexpectedly) with others. For instance, the manner of speaking can offer pieces of information to disposition or enthusiastic state, while hand flag or signals can add to a verbally expressed message.
- **Written Communication,** which incorporates letters, messages, web based life, books, magazines, the Internet and other media. Up to this point, a moderately modest number of authors and distributers were amazing when it came to conveying the composed word. Today, we would all be able to compose and distribute our thoughts on the web, which has prompted a blast of data and correspondence potential outcomes.
- **Visualizations**, such as diagrams and outlines, maps, logos and different perceptions would all be able to convey messages.

The Communication Process

In the communication process, a message or correspondence is sent by the sender through a correspondence channel to a recipient, or to different beneficiaries. The sender must encode the message (the data being passed on) into a structure that is proper to the correspondence channel, and the receiver(s) at that point disentangles the message to comprehend its importance and criticalness.

Misconception can happen at any phase of the correspondence procedure. Viable correspondence includes limiting potential misconstruing and conquering any hindrances to correspondence at each phase in the correspondence procedure.

A compelling communicator comprehends their gathering of people, picks a suitable correspondence channel, sharpens their message to this channel and encodes the message to lessen misjudging by the receiver(s). They will likewise search out criticism from the receiver(s) with respect to how the message is comprehended and endeavour to address any misconception or disarray as quickly as time permits.

Collectors can utilize methods, for example, clarification and reflection as viable approaches to guarantee that the message sent has been seen accurately.

Non-Verbal Communication

Nonverbal correspondence is the way toward sending and getting messages without utilizing words, either verbally expressed or composed. Additionally called manual language. Like the manner in which that stressing underscores composed language, a nonverbal conduct may underline portions of a verbal message.

The term nonverbal correspondence was presented in 1956 by specialist Jurgen Ruesch and writer Weldon Kees in the book *Nonverbal Communication: Notes on the Visual Perception of Human Relations*. Nonverbal messages have been perceived for quite a long time as a basic part of correspondence. For example, in *the Advancement of Learning* (1605), Francis Bacon saw that "the lineaments of the body do reveal the attitude and tendency of the psyche when all is said in done, yet the movements of the face and parts do . . . further, unveil the present amusingness and condition of the psyche and will."

Kinds of Nonverbal Communication

Judee Burgoon (1994) has distinguished seven diverse nonverbal measurements:

Kinesics or body developments including outward appearances and eye to eye connection; Vocalic or paralanguage that incorporates volume, rate, pitch, and timbre; Individual appearance; our physical condition and the antiques or items that form it; Proxemics or individual space; Haptics or contact Chronemics or time. To this rundown, we would include signs or symbols.

> "Signs or symbols incorporate those signals that replace words, numbers, and accentuation marks. They may differ from the monosyllabic motion of a drifter's noticeable thumb to such complex frameworks as the American Sign Language for the hard of hearing where nonverbal sign have a direct verbal interpretation. In any case, it ought to be stressed that signs and images are culture-explicit. The thumb and pointer signal used to speak to 'An Okay' in the United States accept a harsh and hostile translation in some Latin American nations."

Relational correspondence is the all-inclusive type of correspondence that happens between two people. Since it is individual to-individual get in touch with, it incorporates regular trade that might be formal or casual and can occur anyplace by methods for words, sounds, outward appearance, signals and stances.

In relational correspondence there is eye to eye communication between two people, that is, both are sending and getting messages. This is a perfect and viable correspondence circumstance since you can get quick criticism. You can explain and underscore numerous focuses through your looks, signals and voices. In relational correspondence, in this manner, it is conceivable to impact the other

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individual and induce the person in question to acknowledge your perspective. Since there is closeness among sender and collector, relational correspondence has enthusiastic intrigue as well. It can spur, empower, and arrange work all the more successfully than some other type of correspondence. Additionally, in an emergency, through relational channel, stream of data is colossal for example updates on viciousness, starvation or debacle.

Relational messages comprise of implications got from individual perceptions and encounters. The way toward making an interpretation of musings into verbal and nonverbal messages builds the communicator's self-idea. Actually, powerful relational correspondence enables the two members to fortify connections through the sharing of significance and feelings.

Check Your Progress

1. What are social aptitudes?
2. What is communication?

10.3 CONFLICT MANAGEMENT

Conflict is understood best by looking at the consequences of various behaviours at different times. The behaviours used are divided into various categories according to the conflict styles. Each category is a way by which people end or tackle any dispute but is subjective to each individual. Some of the conflict styles include the following:

Competing style is when a leader advocates their own needs over others. The leadership style involves a very aggressive style of communication and holds future relationships in low regards. They exercise a lot of coercive power. Those who employ this style of leadership have a controlling nature and seek both substance and ground control in discussions. Accommodating, also called smoothing, is at the complete polar end of competing. Their communication style is more diplomatic, and they always help others. They give precedence to the needs of the people in their group, often overlooking their own. Their most important aim is to persevere the relationships within the group. Avoiding is one of the most responses when we are faced with conflict. We tend to ignore the situation but that usually ends up with feelings getting pent up and eventually the issue becomes so big that it can't be ignored. People are often left confused because a lot of needs and concerns go unexpressed. Compromising style is when the two involved parties trade off, to reach a middle ground of sorts. While you do reach an end result, neither of the parties feel truly satisfied. Due to not understanding the other's perspective this style usually involves a lack of trust between the two parties.

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Collaborating is when two parties work together towards a common goal. It's often called the "win- win problem solving" style, because both the parties leave feeling equally satisfied. It involves assertive communication and lots of cooperation as both parties need to work together to achieve an overall better solution. It gives rise to the opportunity to a lot more possibilities and great ideas. It leads to meaningful problem solving.

Having strong conflict management skills is important to most positions and we are constantly surrounded by conflicts. Disagreement is human and also healthy, thus conflicts are an integral part of our lives. However conflicts need to be resolved in a timely manner since if they are not, they affect the productivity in offices and negatively impact office morale.

Types of Conflict Management Skills

The various conflict management skills include:

Communication

Much unnecessary conflict can be avoided simply with clear, accurate written and verbal communication; a single lost email could lead to failed plans and fingers pointed. Assumptions about what other people already know, think, or intend can cause resentment or worse. Many people argue purely because they want to feel heard. Being a good listener is enough to increase trust and resolve issues. Examples of good communication skills include:

- Quickly Addressing Problems
- Understanding Reluctant Participants
- Formalizing Agreements
- Active Listening
- Leadership
- Mediating
- Meeting with Parties
- Modelling Reasonable Dialogue
- Negotiating
- Nonverbal Communication
- Open Dialogue
- Suppressing Conflict-Provoking Behaviours
- Teaching Positive Behaviours
- Written Communication

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Emotional Intelligence

Emotional intelligence is the ability to understand one's own feelings and those of others, and to handle those feelings well. People who have high emotional intelligence are good at identifying and meeting the needs of others while taking responsibility for their own needs and feelings. A few ways they do this are:

- Being Adaptable
- Being Analytical
- Asserting Feelings
- Compromising
- Showing Curiosity
- Forgiving Transgressions
- Helping Others
- Identifying Triggers
- Recognizing Improvements
- Setting Ground Rules
- Showing Respect
- Modifying Behaviour
- Being Motivated
- Being Optimistic
- Being Self-Aware
- Displaying Self-Regulation

Empathy

Empathy means feeling what others feel. The ability to see a situation from someone else's viewpoint, and to understand their needs, motivations, and possible misunderstandings, is critical to effective conflict management. Some people are naturally more empathetic than others, but empathy can be developed. At its most useful, empathy is augmented by an intellectual understanding of another's situation, since emotional empathy alone can sometimes create complicated scenarios. Empathy is best applied in a work environment when paired with critical thinking, emotional intelligence, and other types of discernment. Hallmarks of empathy include:

- Accountability
- Asking for Feedback
- Building Trust
- Showing Compassion

- Embracing Diversity and Inclusion
- Giving Constructive Feedback
- Handling Difficult People
- Managing Emotions
- High Emotional Intelligence
- Identifying Nonverbal Cues
- Recognizing Differences
- Understanding Different Viewpoints
- Good Interpersonal Skills
- Ability to Recognize Problems
- Good Self-Control
- Ability to Embrace Different Opinions

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Creative Problem Solving

Understanding and communication are all very well and good, but do not help much if one does not have a solution for the underlying problem, whatever that problem may be. Conflict often happens because no one can come up with a workable solution, so resolving the conflict depends on creating a solution. That makes problem-solving an in-demand skill for employers. Examples of problem-solving conflicts in the workplace include:

- Conflict Analysis
- Brainstorming Solutions
- Collaborating
- Verbal Communication
- Convening Meetings
- Creativity
- Decision Making
- Designating Sanctions
- Nonverbal Communication
- Problem Solving
- Sense of Humour
- Goal Integration
- Monitoring Compliance
- Reconfiguring Relationships
- Fair Resolution

10.3.1 Application of Emotion and Moods

NOTES

Emotions play an integral role in organizations as it indicates how an organization communicates within itself and with the outside world. Things that happen at work, have emotional impacts on the people involved, which further affects people's relationships with individuals, groups and society. Like everywhere, positive emotions at work helps employees get better outcomes. The more negative emotions a person feels, such as anger, stress and sadness, the more deviance there is in the workplace. Emotions and their management are crucial to organizational life.

Mood

Our judgment, physical and emotional wellbeing is always dictated by our moods. Long-term exposure to negative moods or stressful environments can lead to illnesses such as heart disease, diabetes, and ulcers. The decision-making effects of any kind of bad mood can hinder a person's job performance and lead to poor decisions that affect the company.

Organizational Implications

By providing employees with help on how to manage their work relationships and dynamics an organization will be able bring about balance in a person's moods and emotions. Improving job satisfaction is also a good way to have a positive impact on someone's mood. Benefits such as company gym, meditation classes and so on can also help improve a person's emotions. More activities in life helps in the production of dopamine, which helps in happier people. Managers have a huge responsibility in not only controlling their own emotions, but facilitating all their subordinate's emotions. They have to constantly help everyone strive for balance and make sure everyone is mentally healthy. This is one of the toughest jobs for managers.

Positive emotions

Positive emotions at work is not only good for the employee but for those around them. They are well liked and will inspire others around them to work hard as well. The most positive emotions are felt when talking amongst peers, and thus it is important for them to be positive. It is also very important to be aware of our emotions at work and positive emotions because good ripples around us. A manager who is able to reward and speak to his employees in a way that brings out their positive emotions will be much more successful than one who lacks these skills.

Negative emotions

Negative emotions at work are a result of multiple things such as; work overload and lack of rewards. These can have adverse effects on not only someone's personal work but also on the work environment around them. Negative emotions are

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really undesired in the workplace as it can completely change the environment. Having a demotivating force in the workplace is unhealthy for the entire team and can cause demotivation. Recognizing the negative emotions and learning how to handle them can be a tool for personal success as well as the success of your team. Managing emotions is not only good for your personal life but also helps in a higher work productivity and development.

Consequences

Problems at work spill over to our marital and family space as well. Spouses can feel the affects of burnout and negativity from work even at home. Not being able to regulate our emotions is not only disastrous at the workplace but tends to build conflicts between those in your personal surroundings as well. There are eight important solutions to ending conflict in a workplace according to McQuerrey. First being to set a policy in an employee handbook making drama unacceptable. With this, there needs to be a list of consequences. Second being that the roles of employees need to be clarified. McQuerrey goes on with saying that if situations go on, there should be a meeting held where management mediates the people who gossip. It is also important to follow up with your policy and give warnings about the consequences. Employees may be unaware of how their actions impact their co-workers, bringing in a behavioural expert into your business is usually a positive reinforcement when there's nothing else you can do.

10.3.2 Training and Development

Training constitutes an important part of personnel management and it is the personnel department of an organization which supervises training. Before we proceed to understand the importance and other related aspects of training, it is important to understand the meaning of the term 'training.'

The dictionary defines the term training as, 'the process of learning the skills that one needs for a particular job or activity.' According to Raymond A Noe, 'Training refers to a planned effort by a company to facilitate employee's learning of job related competencies.'

According to P. Bramley, training is 'a process which is planned to facilitate learning so that people can become effective in carrying out aspects of their work'. The Manpower Services Commission (UK) defined training as 'A planned process to modify attitude, knowledge or skill, behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the situation, is to develop the abilities of the individual and to satisfy the current and future needs of organization.'

The European Centre for the Development of Vocational Training defines training as the 'Activity or programme of activities designed to teach the skills and knowledge required for particular kind of work.'

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From the above definitions we can delineate certain elements that constitute the concept of training and these elements are:

- Training is a process.
- Training is a planned and structured activity.
- Training is learning of job specific knowledge and skills.
- Training caters to the needs of the organization.

If we combine the above elements, the meaning of the term training would be, 'a planned and systematic process of imparting knowledge, skills and attitudes, to achieve effective performance in an activity or range of activities.'

Prosperity and growth are the two objectives which every organization wants to achieve. To achieve these objectives every organization relies upon a competent and skilled workforce. Training is the only means for the creation of a skilled and competent workforce. Every organization, public sector or private sector, invests considerably in training its workforce in order to achieve its growth objective. With rapidly changing technology and with increasing consumer expectations, organizations need to evolve and change accordingly. Every change implies new products, new procedures and processes and this in turn means a continuous updating of workers' skill sets. Therefore, organizational growth requires a continuous updating of workers' skills through regular training. It is training which improves the competency of an organization. It ensures that every worker is able to perform up to the expected standards, and this in turn increases the possibilities of the organization achieving its growth objectives. It is training which creates competent workers capable of performing, which results in a competent organization. In the following sections we shall learn about the advantages of training, which accrue to both the organization and the individual.

Advantages of Training to an Organization

- Training improves the ability of the organization to face the challenges created by the changing technology.
- Training increases the competency of the organization to face competition from national and international competitors.
- Training enhances the chances of organizational synergy.
- In organizations where multi-skilling strategies are followed, training ensures work force flexibility.
- Organizations focus on training to produce a skilled work force. Most organizations specify clearly the kind of skill they require in their workforce to meet their job standards. In cases where the skill levels are lacking, the organization ensures that adequate training is provided. For instance, when the banking industry became computerized worldwide, the Indian public sector banks also computerized their operations, not by hiring new workers

but by training the existing staff in IT skills. Therefore, investing in training ensures the presence of a competent workforce working for the organization.

- Providing regular high quality training is perceived by the worker as a quality of a good organization. Regular training programmes by the organization keeps the morale of the workforce high and at the same time it generates the feeling of 'Company Cares' among the workforce.

Advantages of Training to an Individual

- Training enhances an individual's skill levels.
- Training provides an opportunity to develop one's latent potential.
- Proper training increases the confidence of the worker to perform the assigned task.
- Selection for a training programme is often perceived by the worker as a sign of his importance for the organization.
- Learning new skills during a training stint often enhances the status of the worker in the work place.
- Training in new skills may often open doors to more lucrative opportunities.
- Training improves internal and external job mobility.
- Training improves promotion prospects for the worker.
- Training and learning new skills raises the market value of the worker.

10.3.3 Performance Evaluation

According to Wendell French, performance appraisal is, 'the formal, systematic assessment of how well employees are performing their jobs in relation to established standards, and the communication of that assessment to employees.' According to Flippo 'Performance appraisal is the systematic, periodic and an impartial rating of an employee's excellence in matters pertaining to his present job and his potential for a better job.'

According to Dale Yoder, 'Performance appraisal includes all formal procedures used to evaluate personalities and contributions and potentials of group members in a working organization. It is a continuous process to secure information necessary for making correct and objective decisions on employees.' According to C.D. Fisher, L.F. Schoenfeldt and J.B. Shaw, 'Performance appraisal is the process by which an employee's contribution to the organization during a specified period of time is assessed.'

From the above definitions, we can conclude that performance appraisal is method of evaluating the behaviour of employees in the work spot, normally including both the quantitative and qualitative aspects of job performance. It is a systematic and objective way of evaluating both work-related behaviour and potential of employees. It is a process that involves determining and communicating

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to an employee how he is performing the job and ideally establishing a plan of improvement. Performance appraisal emphasizes individual development. It is used for evaluating the performance of all the human resources working at all levels of organization and of all types. It evaluates the performance of technical, professional and managerial staff.

Organizational Behaviour

Organizational behaviour is a relatively new area of study and research and even though its importance was understood at the same time as that of scientific management proposed by Fredrick Taylor, it emerged as a distinct area of academic and managerial specialization in the late 1950s and early 1960s. There came about a growing awareness that all managerial problems were not technical in nature and that productivity and organizational effectiveness did not depend entirely on the mechanical processes. This awareness focussed on the philosophy that behavioural and social processes have significant impact on the workers in the work place and that an understanding and predictability of human behaviour could help managers make their organizations more effective. Hence, the emphasis shifted to social sciences as well as to psychologists, sociologists, anthropologists and others who had been studying management problems from behavioural perspective and trying to develop a valid and unified body of knowledge concerning organizational behaviour.

Check Your Progress

3. What is the leadership style of conflict?
4. What is emotional intelligence?
5. Define training.

10.4 JOB ENRICHMENT

Job enrichment is when employees are given higher responsibilities and authority to increase job satisfaction. It gives employees the opportunity to explore their full potential. Job enrichment is the vertical restructuring of moral excellence in which more authority, autonomy, control is given to the employees to perform a given set of a job. This concept is in contrast to the job enlargement which considers the horizontal restructuring, where more and more tasks get added, and the challenge remains the same. Thus, job enrichment is characterized by the different range of tasks and challenges having varying levels of difficulty. The organization can realize benefits through this job design technique in any of the following ways:

- With an increase in the employee morale, the more motivated, he gets to produce top results and hence, the profitability of the firm increases.

- When the employees bear more responsibility for their work and results, it becomes quite easy for the organization to operate.
- By giving authority to the employees to perform higher level jobs, the company is preparing its employees to occupy those high-level positions in the near future.
- Also, with the job enrichment, the number of levels in the management may reduce, thereby minimizing the complexity of the organization.

The purpose behind the job enrichment is to motivate the employees to use their abilities which remains unused during their course of action. Also, through job enrichment, the monotony breaks and employees get the opportunity to do something new, which ultimately results in the increased satisfaction levels.

Reason for Enriching Jobs

The main aim of job enrichment is to increase the job satisfaction of the employee. Overall goals for the company often include increasing employee job satisfaction, reducing turnover, and improving productivity of employees.

Principles of Job Enrichment

To make a position more enriched, one needs to brainstorm the changes one would like to make to it. Once those options are thought off, the following principles are used to review the options.

- Changing levels of control but maintaining accountability
- Making the individuals more accountable
- Giving the employee a natural unit of work
- Making the periodic reports accessible to the workers themselves.
- Granting additional authority to employees in their activity
- Introducing new and more difficult tasks not previously handled
- Assigning individuals specific or specialized tasks; enabling them to become experts

Advantages of Job Enrichment

Some of the advantages of job enrichment are:

1. Learning new skills:

Providing job enrichment comes with a burden of additional duties and responsibilities. And to complete those duties and responsibilities of work, the employees need to be aware of all the additional skills. Most of the time job enrichment can be favourable only for those employees who are willing to learn new skills for the sake of their own bright future.

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2. Boosts energy of the employee by reducing boredom:

Boosting energy is the answer to the question how does job enrichment motivate employees. As it has been already explained that job enrichment provides additional responsibilities to the employees of the company. And such kind of responsibilities creates a differentiation of working pattern. Differentiation in working pattern provides a different type of energy to perform that particular job. And eventually, it reduces boredom in the daily working environment.

3. Creates a positive and better working environment:

It improves the motivation of the employees by providing them opportunities to grow thus resulting in a good work environment.

4. Increases the chances of recognition and reward:

Once the company provides job enrichment for their employees then there is a mere possibility that those employees can be recognized for the work allotted or can also be rewarded for their sincere work. And fortunately, these employee rewarding and recognition process can create some sort of boost among employees to work even better for their better future and growth. Therefore, it is necessary for the employees of the company that they need to make use of their job enrichment in a better manner.

5. Provides motivation for the advancement:

Even though employees are provided with more responsibilities, these responsibilities are accompanied with loads of motivation. This helps them to work better and advance at a better rate.

6. It provides a sense of accomplishment:

7. Reduces absenteeism:

The more motivated employees are to work, the more regular they tend to be. This leads to a better rate of overall productivity.

8. Create a professional approach.

Disadvantages of Job Enrichment

Some of the disadvantages of job enrichment area as follows:

1. Increases work load
2. Additional skills needed
3. Lack of knowledge
4. Incapability
5. Miscommunication

6. Lack of performance
7. Unfavourable for the employees

10.4.1 Job Enlargement

Hulin and Blood (1968) define *job enlargement* as the process of allowing individual workers to determine their own pace (within limits), to serve as their own inspectors by giving them responsibility for quality control, to repair their own mistakes, to be responsible for their own machine set-up and repair, and to attain choice of method.

In order to increase the sphere of jobs through extending the ranging of its entire duties and responsibilities usually within the same level and periphery, job enlargement plays a vital role. It involves an array of various activities at the same. Level in a particular organisation besides adding them to the existing job. This is described as the horizontal expansion of job activities. However, this contradicts the principles of specialisation and the division of labour where in the work is distributed into smaller units and in each unit the tasks are performed repetitively by an individual worker and the responsibilities are always clear. Boredom and alienation stemming from division of labour, according to few motivational theories suggest, to cause efficiency to fall. Thus, in order to motivate workers, job enlargement reverses the process of specialisation. Instead of an employee engaging in repetitive steps for each product, they can perform multiple tasks on a single item. This is what the approach of replacing assembly lines to modular work entails. In order to achieve the goals of job enlargement the employees will have to be trained again in newer fields to understand their intricacies.

One of the important objectives of job enlargement is to motivate an employee. This could be achieved by increasing his efforts and exposing them towards achieving organizational objectives. This helps the employees get a wider range of his or her activities devoid of a repetitive manner. Job enlargement requires the management of any organization to provide support in terms of training, and help adapt to enlarged job scope.

Job Enlargement excels in:

- Variety of skills – It facilitates the organization to improve and exceed the skills of the orders for organization besides the individual benefit.
- Improves earning capacity – with new resources and training, employees acquire new knowledge which helps them get a better salary when they apply for new avenues.
- Wide range of activities – as each employee learns new and multiple activities, the process helps in cost reduction by reducing the number of employees.

However, results have shown that this process can see its effects diminish after a period of time. It can become disadvantageous in the sense that it:

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- **Increases work burden:** Job enlargement overburdens the workers in order to cater multiple functions for a single product. Also, in order to finish their work, they sometimes overwork, for which not many companies necessarily provide extra salary. The efforts thus go unacknowledged.
- **Increases frustration of the employee:** Increased activities with minimal or no incentives renders the employees frustrated.
- **Creates problem with union members:** Job enlargement could be misunderstood as exploitation of workers without salary thus creating friction between workers as well as workers unions and organization.

Difference between Job Enlargement and Job Enrichment

Job enrichment involves organizing and planning in order to gain more control over their duties and work as a manager. The execution of plans and evaluation of results motivates workers and relieves boredom. Job enlargement and job enrichment are both useful for motivating workers to perform their tasks enthusiastically. The major difference between job enrichment and job enlargement is of quality and quantity. The former implies improvement or an increase by developing and upgrading tools and services. By this means employees find gratification vis-a-vis their position and personal growth potential. The latter entails addition of more duties and increased workload and multiple functions in their job description. Downsizing in organisation, by additional work and functions to employees, the employee might rejoice to have a work to begin with in spite the heavy work. It enhances productivity by providing additional responsibilities.

Although job enlargement and enrichment share a complementary relationship, they also possess some distinct features that differentiate them, such as area of expansions, mutual reliance, allocation of duties and responsibilities, motivation and profundity. Job enrichment is largely dependent on job enlargement, whereas job enlargement has no such dependency. Job enlargement expands horizontally when compared to job enrichment, which expands vertically. Vertical growth of job or augmentation is helpful to obtain managerial rights. In spite of mutual dependency, managerial duties are sanctioned, as in the case of enhancement. The employee emphasises more on job depth, which is not common in job enlargement. A larger motivational impact is seen in job enrichment than job enlargement.

The job enlargement theory involving horizontal expansion to increase job satisfaction and productivity is relatively simple, and its application is extended to numerous fields. Job enrichment includes more duties and responsibilities, but also provides the right of decision making and control.

10.4.2 Job Analysis

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Job analysis refers to the process of gaining information regarding a specific job, its requirements and its duties. The procedure includes two elements: job description, and job specification. It refers to a methodological approach used in ergonomics, organization, production management and human resources, and training engineering. This approach aims to collect essential data before carrying out an intervention, training or recruitment. Generally, there are two levels in the work analysis: (i) the analysis of the task (and / or activities constituting the job); (ii) the analysis of the operating procedures of the person, which make it possible to assess the operating registers used (the skills implemented - or required - for carrying out an activity).

It usually follows the aforementioned steps:

- Recording and collecting job related information.
- Check the accuracy of the information.
- Jot down the job description.
- Use the description to elucidate the required skills and knowledge.
- Regularly updating the gathered information.

We shall now discuss the two subparts of job analysis.

I. Job Description

It is a document that mentions essential duties and tasks of a certain job. Functional as well as organizational information is present in it. It helps give the employee a good picture of the goals of their job. A good JD document should include:

(i) Nature, scope, and accountability.
(ii) Position, responsibilities, and duties.
(iii) The complexity involved in the job.
(iv) The skills level required.

Contents of Job Description

The contents of job description are:

- **Job classification**: This includes title of the job, alternate title if any, job code, division or department etc. The title of the job designates the job properly and division or department indicates which department and location does the employee work.
- **Job Summary**: It serves two purposes here; one is that when the job title is not sufficient it gives additional information on the job. Secondly it gives more descriptive information about the particular job.

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- **Duties and Responsibilities:** This lists out the entire duties and responsibilities of a particular job. Sometimes duties and responsibilities are also listed for particular skills and their incidence of occurrence.
- **Relation to other jobs:** This gives the employees a fair amount of picture as to the hierarchy of the position. Like to whom they are reporting: senior, junior, etc.

II. Job Specification

Job specification converts the job description to qualifications that are required for, in performing the job. This is usually a statement which consists of qualification, characteristics, traits etc., for an employee to possess to perform his duties. The first thing here is to prepare a directory of all jobs and then the next step is to make a write up of each and every job.

Contents of Job Specification

The following are the contents of job specification:

- **Physical Qualifications**: These qualifications or specifications vary from job to job. Physical qualifications are nothing but the capabilities of employees. These include height, weight, hearing, vision, capacity to handle machines etc.
- **Mental Qualifications:** This includes the ability to interpret data, calculations, planning, general knowledge, judgement, memory etc.
- **Social and Emotional specifications**: This is vital for the role of managers and supervisors. It includes emotional constancy and elasticity. It also includes the way they dress, personality and relationship.
- **Behavioural Qualifications:** This qualification is very important in selecting employees for higher levels of management. This specification asks to depict the acts of the managers rather than traits which cause those acts. This includes creativity, research, maturity level, dominance etc.

Methods of Job Analysis

The most general job analysis methods are discussed below:

1. **Observation Method**: In this method the job analyst observes the employees work and records all the tasks that are performed and also those that are not performed. This may seem to be an easy method of job analysis, but it is the most difficult one. The main reason being that every person has a different way of observing things, which might involve personal bias, likes and dislikes which will not give the desired results.
2. **Interview Method**: In this method the manpower is interviewed. The employee under this method comes up with different ideas towards their working style, problems faced by them and uncertainties or insecurities

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faced by them. It helps the organization in knowing exactly what the employees are thinking about their jobs. This helps in minimizing errors as not only one employee is interviewed, but everyone in the organization is interviewed.

3. **Questionnaire Method**: This method uses a questionnaire that is to be filled by the employees. Care should be taken while framing questions in questionnaire method, because this method also suffers from bias by the superiors. It is always better if the staff is communicated to make them understand that the data collected for their betterment. In this method of job analysis different types of questionnaires are prepared for different grades which can be time consuming.

Check Your Progress

6. What is job enrichment?
7. What is the observation method of job analysis?

10.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Social aptitudes are the abilities we use to convey and cooperate with one another, both verbally and non-verbally, through signals, non-verbal communication and our own appearance.
2. Communication is a process of creating and sharing ideas, information, views, facts, feelings, etc., among the people to reach a common understanding.
3. The leadership style of conflict involves a very aggressive style of communication and holds future relationships in low regards. They exercise a lot of coercive power. Those who employ this style of leadership have a controlling nature and seek both substance and ground control in discussions.
4. Emotional intelligence is the ability to understand one’s own feelings and those of others, and to handle those feelings well.
5. According to P. Bramley, training is ‘a process which is planned to facilitate learning so that people can become effective in carrying out aspects of their work’.
6. Job enrichment is when employees are given higher responsibilities and authority to increase job satisfaction.
7. In the observation method of job analysis, the job analyst observes the employees work and records all the tasks that are performed and also those that are not performed.

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10.6 SUMMARY

- Social aptitudes or skills are the abilities we use to convey and cooperate with one another, both verbally and non-verbally, through signals, non-verbal communication and our own appearance.
- Communication is fundamental to the existence and survival of humans as well as to an organization. It is a process of creating and sharing ideas, information, views, facts, feelings, etc. among the people to reach a common understanding.
- In the communication process, a message or correspondence is sent by the sender through a correspondence channel to a recipient, or to different beneficiaries. The sender must encode the message (the data being passed on) into a structure that is proper to the correspondence channel, and the receiver(s) at that point disentangles the message to comprehend its importance and criticalness.
- Nonverbal correspondence is the way toward sending and getting messages without utilizing words, either verbally expressed or composed.
- Conflict is understood best by looking at the consequences of various behaviours at different times. The behaviours used are divided into various categories according to the conflict styles.
- Having strong conflict management skills is important to most positions and we are constantly surrounded by conflicts.
- Conflict often happens because no one can come up with a workable solution, so resolving the conflict depends on creating a solution. That makes problem-solving an in-demand skill for employers.
- Emotions play an integral role in organizations as it indicates how an organization communicates within itself and with the outside world.
- According to P. Bramley, training is ‘a process which is planned to facilitate learning so that people can become effective in carrying out aspects of their work’.
- According to Wendell French, performance appraisal is, ‘the formal, systematic assessment of how well employees are performing their jobs in relation to established standards, and the communication of that assessment to employees.’
- Job enrichment is when employees are given higher responsibilities and authority to increase job satisfaction. It gives employees the opportunity to explore their full potential.

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- The main aim of job enrichment is to increase the job satisfaction of the employee. Overall goals for the company often include increasing employee job satisfaction, reducing turnover, and improving productivity of employees.
- Hulin and Blood define job enlargement as the process of allowing individual workers to determine their own pace (within limits), to serve as their own inspectors by giving them responsibility for quality control, to repair their own mistakes, to be responsible for their own machine set-up and repair, and to attain choice of method.
- Job analysis refers to the process of gaining information regarding a specific job, its requirements and its duties. The procedure includes two elements: job description, and job specification.
- Job specification converts the job description to qualifications that are required for, in performing the job.

10.7 KEY WORDS

- **Emotional Intelligence:** It is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.
- **Job Description:** It is a formal account of an employee's responsibilities.
- **Job Analysis:** It refers to the process of gaining information regarding a specific job, its requirements and its duties.
- **Non-Verbal Communication:** It is the process of sending and receiving messages without using words, either spoken or written.

10.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. List some of the social abilities.
2. What is communication? Describe its importance.
3. What are the advantages of training to an organization?
4. Differentiate between job enlargement and job enrichment.

Long Answer Questions

1. Discuss the process of communication.
2. Describe some of the different conflict styles.

3. Explain the concept of job enrichment. What are its principles and benefits?
4. Examine the concept of job analysis in detail.

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10.9 FURTHER READINGS

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UNIT 11 OVERVIEW OF LEADERSHIP

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Structure

11.0 INTRODUCTION

In the previous unit, you learnt about the different social skills needed in an organization. This unit will discuss leadership, its approaches and theories. Leadership is the art of motivating and influencing subordinates to perform their duties 'willingly' and effectively to achieve the set organizational goals. It is important that the followers 'willingly' follow their leader. A true leader motivates the followers to follow and induces a belief in them that they will gain by the policies of the leader. A dictatorship under which the subordinate have to perform, would not be considered as true leadership.

11.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the various types of leadership
- Describe the approaches to leadership
- Explain controlling techniques in management

11.2 LEADERSHIP: MEANING, SCOPE AND TYPES OF LEADERS

Leadership is an important and unique aspect of management. In organisations where groups of people work towards the same goal, some type of leadership is

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necessary. The power of leadership lies in unity. The leader decides what the best way is to efficiently use everyone. Leadership can be defined as a process in which a person tries to influence a set of individuals in the pursuit of achieving individual, group, and organizational objectives. Effective leaders help groups of people define their goals and find ways to achieve them

To be a leader, one has to have the ability to build up confidence and spread motivation among people. To be a successful leader, a manager must have qualities of being driven, motivated, confident, positive personality. Leadership qualities vary across situations.

Types of leadership

Let us discuss some of the different types of leadership.

1. **Authentic leadership:** Authentic leadership is an approach to leadership that stresses building the leader's legitimacy through honest relationships with followers which value their input and are built on an ethical foundation. Authenticity is about being true to who you are and not acting in a dominating way.
2. **Autocratic leadership:** Autocratic leaders can take control over decisions without anybody's involvement in it. They have great power and authority and legitimately apply it on their employees. These types of leaders are required to have tight supervision because under this leadership style, the morale of creative employees usually gets low because their ideas are not given much importance, since they are unable to take part in decision making, resulting in unsatisfactory job environment.
3. **Laissez-faire leadership:** These leaders do not directly exert control over their employees. Laissez-faire leadership often fails to provide feedback to their employees in their supervision because employees are well experienced and do not require strict supervision.
4. **Transactional leadership:** It is a style of leadership in which leaders promote acquiescence among employees through a system of both rewards and punishments. Through a rewards and punishments system, transactional leaders are able to keep employees motivated for the short-term.
5. **Transformational leadership:** It is a leadership style in which leaders encourage, inspire and motivate employees to innovate and create change that will help grow and shape the future success of the company.
6. **Bureaucratic leadership:** In this type of leadership style, the leader has a structural pattern and makes sure that his employees lead on that same pattern. There is no space to explore new ideas to find solutions to problems.

Highly energetic individuals who are self-motivated often get frustrated working under such leadership.

7. **Charismatic leadership:** These types of leader have great vision for their goals and works by putting high amount of energy and encourage their team. They act as role models for their team and encourage others to showcase their high level of performance. They are committed to their organization and believe in themselves rather than their own team.
8. **Participative leadership:** They follow a democratic pattern and consult employees while making decisions. Whenever changes are made in a company, such leaders take care of employees to accept change easily. Participative leadership is required for unstructured tasks where relationships are non-formal and focus on internal locus of control.
9. **Directive leadership:** This type of leader provides guidance regarding work and maintains the standard of performance. A directive leader tends to focus on their own experiences and opinions above others. They set the direction of the vision and the mission. In an organization, when conflicts occur, the directive style of leadership would be useful.
10. **Supportive leadership:** They have concern for their employees and are very friendly and approachable. For structural tasks they are suitable under formal relationships. A supportive leader attempts to reduce employee stress and frustration in the workplace

11.2.1 Characteristics of Leadership

The following characteristics will make leading easier, as well as help one communicate one's leadership vision to others.

A positive attitude

A positive attitude is a must in people who have leadership skills. Leadership is successful when one leads with example and a great leader knows that very well. If you are able to stay positive in the face of difficulties and you can approach challenges with a smile on your face, you set an example for subordinates. Positive attitude is not just about keeping the mood upbeat within the team – it can provide better results for the team in terms of productivity and innovation. A popular example of this comes in the form of a candle test, which researchers have used to study positive emotions.

An empowering character

A leader is often only as good as the people around him or her. Although leadership can mean the structure of power is more hierarchical than equal, it does not imply

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the leader is the only person to get things done. Instead, leadership means that the leader should have the tendency to develop the skills of other rather than performing tasks himself. When leaders focus on empowering and nurturing talent around them, they ensure the team achieves its goals faster. Reaching and fulfilling the leader's vision becomes easier when the team's skillset is enhanced. But empowerment is important beyond the practical aspect of teaching people new skills. Recognizing other people's talent can have a big motivational aspect. If a leader helps a person become better, he provides them with new opportunities and new challenges – all of which can make the person feel happier and more motivated every morning.

A communicative ability

Good leadership is highly associated with the ability to communicate. A leader needs to be able to communicate the vision clearly in order to achieve following and motivating others behind his or her cause. Yet, communication and all that it entails is often rather misunderstood as a concept. It isn't simply about the ability to explain things to other people, but also about the ability to read other people and to listen to what people around you are saying. A good communication is built around the following building blocks:

- The ability to listen
- The ability to sympathize and to empathize
- The ability to encourage

An empathetic nature

The old-fashioned view of a leader often painted a rather dark image of the boss. Leaders were almost considered as dictators, who care little about employees, but pursue the objectives no matter the consequences. But the world has changed and people now realize how important 'softer' values are in terms of successful leadership. Empathy and the ability to consider other people, whilst pursuing the vision, are part of the leader's agenda.

Why does positive attitude have such a big impact on our performance?

Dopamine and serotonin start flowing in our brains as we start experiencing positive emotions. Both of these chemicals are responsible for a happy feeling. Along with this, these also improve our learning abilities by helping the brain to organise information, store the information for a longer period and the process of retrieval becomes faster in the presence of these chemicals. If a person carries a positive attitude, it does not mean that there is an absence of problems or suffering in their

life. It simply calls for the approach to solving problems and finishing tasks to be a positive rather than a negative one. Instead of thinking about the downside of the job ahead, the leader wants to focus on the good aspects.

A Focussed Approach

The implementation of a specific vision is found in those who have leadership skills. This means a great leader is able to stay focused and ensure the team works efficiently towards achieving the objectives. A leader is the person who will guide the way and if the leader is unaware of where he or she is going, the team will quickly find someone else to follow. A focused approach does not just mean staying in touch with the here and now. Although it's important that the leader is always on top of what is going on, it is essential to look ahead as well. In order to maintain focus, the leader must have a plan of action, which has details for overcoming different obstacles the world could throw in the way. A focused approach is essentially about having a solid leadership strategy and framework to fall back on. Maintaining focus can be difficult in today's crowded world. It is important to prepare for the tasks ahead and improve one's reaction to life's little events by obtaining more knowledge. The more one knows about leadership, one's industry, the human mind and so on, the easier it can be to react and prepare. Furthermore, one also needs to ensure the vision is clearly identified.

A decisive mind

Leaders need to make decisions. They need to be decisive and make a stand. The ideation of a great leader is different in the minds of different people. A lot of skills are required to build up leadership but there is no single method to do that. While great leaders can be found in a number of industries and walk their unique journeys to the top, there are certain traits and characteristics these great men and women often share.

Change Catalyst

A catalyst leader is someone who's leading change. They see what is happening in the world and they jump in. They are forward looking and are willing to push through resistance despite knowing they will experience a lot of pushback because of the new ideas they are presenting.

Building Bonds

People are at the center of all leadership efforts. Leaders cannot lead unless they understand the people they are leading. One way to look at leadership is that the

function of a leader is to lead and guide people who will follow with the same values. An effective leader thus must be able to build bonds with people and create communities.

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11.2.2 Approaches to Leadership Theory

Let us discuss some of the approaches to leadership.

The Qualities or Traits approach: According to this approach, leaders are born, not made; leadership consists of certain inherited personality traits or qualities.

The Functional or Group approach: According to Functional approach, leadership can be learned and developed. It focuses on the accountabilities, responsibilities and functions of the leader and the nature of the group. It examines how the leader's behaviour affects and is affected by the group of followers. One of the key theories of the functional approach is Adair's Action-Centred Leadership. This approach focuses on what leaders do and the need to balance the needs of the individual, the task and the team.

Behavioural style approach: This approach focuses on the behaviour of people in leadership positions, the importance of leadership style and how it influences group performance. Different behavioural styles are compared across two dimensions: concern for production (relates to McGregor Theory X) and concern for people (relates to McGregor Theory Y) by Likert, Blake and Mouton and Blake and McCanse.

Transactional and Transformational leadership: As learnt before this is an approach that looks at two levels of leadership:

- **Transactional:** It is based on the self-interest of followers to achieve organizational goals and is based on the leader's position of authority in the structure. Transactional leadership, also known as managerial leadership, is a leadership style where the manager relies on positive and negative reinforcement to achieve optimal job performance from his or her subordinates. This type of leadership is based on an exchange, or transaction. The leader positively reinforce workers who perform their tasks to the specified levels through bonus and extra privileges and punishes workers who do not perform upto those set standards.
- **Transformational leadership:** It takes a further step. It creates a vision for transforming the performance of the organization and is characterized by higher ideals and the values of the organization's people to make it happen. People are motivated by more than just their own self-interest, and they are motivated to give more effort than what transactional leadership alone can

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achieve. Transformational leadership is viewed as an extension of transactional, rather than an alternative to it.

- **Inspirational or charismatic leadership:** It is based on the personal qualities or charisma of the leaders. These leaders are seen as having a strong vision and sense of mission and arouse strong emotions in followers.

11.2.3 Controlling Techniques

Controlling involves ensuring that performance does not deviate from standards. Controlling consists of three steps, which include:

(1) Establishing performance standards,

(2) Comparing actual performance against standards, and

(3) Taking corrective action when necessary.

Performance standards are characterized by revenue, costs, or profits but may also be stated in other terms, such as units produced, number of defective products, or levels of quality or customer service. The assessment of performance can be done in several ways, depending on the performance standards, including financial statements, sales reports, production results, customer satisfaction, and formal performance appraisals. Managers at all levels engage in the managerial function of controlling to some degree.

The managerial function of controlling should not be confused with controlling the behavioural or manipulative sense of subordinate. This function does not imply that managers should attempt to control or to manipulate the personalities, values, attitudes, or emotions of their subordinates. Instead, this function of management is regarding the manager’s role in taking suitable actions to ensure that the work-related activities of subordinates are consistent with and contributing toward the accomplishment of organizational and departmental goals.

Effective controlling requires:

- the existence of plans, since planning provides the necessary performance standards or objectives
- A clear understanding of where responsibility for deviations from standards lies.

Two traditional control techniques are budget and performance audits. An audit refers to examination and verification of records and supporting documents. A budget audit gives information about where the organization is with respect to what was planned or budgeted for, whereas a performance audit might try to determine whether the figures reported are a reflection of actual performance.

Although controlling is often thought of in terms of financial criteria, managers must also control production and operations processes, procedures for delivery of services, compliance with company policies, and many other activities within the organization.

Check Your Progress

1. What is authentic leadership?
2. What does the behavioural style approach of leadership focus on?
3. What are two traditional control techniques?

11.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Authentic leadership is an approach to leadership that stresses building the leader's legitimacy through honest relationships with followers which value their input and are built on an ethical foundation.
2. Behavioural style approach of leadership focuses on the behaviour of people in leadership positions, the importance of leadership style and how it influences group performance.
3. Two traditional control techniques are budget and performance audits.

11.4 SUMMARY

- Leadership can be defined as a process in which a person tries to influence a set of individuals in the pursuit of achieving individual, group, and organizational objectives.
- Autocratic leaders can take control over decisions without anybody's involvement in it. They have great power and authority and legitimately apply it on their employees.
- Transformational style is a leadership style in which leaders encourage, inspire and motivate employees to innovate and create change that will help grow and shape the future success of the company.
- A positive attitude is a must in people who have leadership skills. Leadership is successful when one leads with example and a great leader knows that very well.
- Good leadership is highly associated with the ability to communicate. A leader needs to be able to communicate the vision clearly in order to achieve following and motivating others behind his or her cause.

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- Controlling involves ensuring that performance does not deviate from standards. Controlling consists of three steps, which include:
  - (1) Establishing performance standards,
  - (2) Comparing actual performance against standards, and
  - (3) Taking corrective action when necessary.
- Two traditional control techniques are budget and performance audits. An audit refers to examination and verification of records and supporting documents.
- A budget audit gives information about where the organization is with respect to what was planned or budgeted for, whereas a performance audit might try to determine whether the figures reported are a reflection of actual performance.

11.5 KEY WORDS

- **Autocratic:** It means taking no account of other people's wishes or opinions; domineering.
- **Charismatic:** It means exercising a compelling charm which inspires devotion in others.
- **Morale:** It refers to the confidence, enthusiasm, and discipline of a person or group at a particular time.

11.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What are the various types of leadership?
2. What is controlling?
3. What is an audit?

Long Answer Questions

1. Describe the various characteristics of leaders.
2. Discuss some the approaches to leadership theory.

11.7 FURTHER READINGS

Saarni, Carolyn. 1999. *The Development of Emotional Competence*. New York: Guilford Press.

Reuven Bar-On, Kobus Maree, J. G. Maree and Maurice J. Elias. 2007. *Educating People to be Emotionally Intelligent*. Connecticut: Greenwood Publishing Group.

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BLOCK IV
MULTIPLE INTELLIGENCE AND EMOTIONS

UNIT 12 OVERVIEW OF COLLABORATION AND COOPERATION

Structure

12.0 INTRODUCTION

Collaboration and cooperation takes place within groups and teams. In general, a number of people together at a given place and given time can be considered a group. People in a bus or the same compartment of a train or students in a class are all known as groups. However, from an organizational point of view, a group has a different meaning and definition. According to Marvin Shaw, 'A group is two or more persons who are interacting with one another in such a manner that each person influences and is influenced by each other person.' There are two key elements in this definition that are essential. First is the 'interaction' among group members. For example, co-workers may work side by side on related tasks, but if they do not interact with each other, they are not a group in the organizational sense. The second element is the influence of one group member on every other group member. This means that the group members are mutually dependent with respect to the attainment of one or more common goals. This unit will discuss various aspects of groups and teams.

12.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the importance of collaboration in business
- Describe the objectives of teams and groups
- Explain the different stages of group development

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12.2 COLLABORATION AND COOPERATION

Collaboration is the process where in an organization, two or more people work together in order to achieve goals. Cooperation and collaboration are similar. Leadership is required for more collaboration, although within decentralized and egalitarian groups, leadership can be social. When facing completion and finite resources, teams that work collaboratively require greater resources, recognition and rewards.

Collaboration in Business

Collaboration is essential as it allows the achievement of goals through individuals working together in a group. Some people suffer from poor collaboration even after new launch of intranet software and other collaborative tools. It was discovered that no tool can solve the problem of poor collaboration. Collaboration is a deeply human activity. It took a lot of failure and organization development theory to discover that organization culture and managerial practices can either hinder or nurture collaboration. In response to bad collaboration, a new holistic, simpler perspective of collaboration was made: two or more people working together towards shared goals.

This simple definition includes:

- Two or more people (group)
- Working together (process)
- Towards shared goals (purpose)

This definition provides a framework for understanding what is and what's not collaboration is but it does not mention technology or intranet software. For starters, collaboration takes place in teams.

When collaboration is overhyped, where building more collaborative and innovative organization is stressed by the experts, when new ways of working are sold to confused companies by digital vendors; simplicity is necessary for collaboration.

Direct collaboration is not there when large group of people use social software together. It is not collaboration but it might improve engagement of employees or the digital employee experience, it may be convention or cooperation or knowledge. Collaboration is basically people working and completing shared processes together. Here technology fits all the processes and not technological.

Finally, there is a lot of misunderstanding stemming around collaboration. Cooperation often has less focused goals and is usually lightweight than collaboration. Cooperation and collaboration can be increased by social intranet software, but they are not synonymous. There is limited scope of what collaboration actually is and also technology is just a piece of collaboration puzzle.

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12.2.1 Team Capabilities

A team is a group of people with a full set of complementary skills required to complete a task, job, or project. The effectiveness of any organization depends upon effective teamwork. Effective teams evolve from effective group functioning in organizations, and it requires trust and support of individual members. If members do not trust or support each other, group meetings easily degenerate into fights and arguments with no cooperation at all (Dyer et al. 1990). For a group to evolve into a team, it is essential to reach to the performing stage. At that stage, the group needs to possess the following characteristics: agreement with the mission of the team, shared leadership, collective sharing of accountability, problem solving, and measurement of effectiveness by collective accomplishment

Group Vs Team

A gathering is a group of commonly autonomous people with isolated objectives who are united by regular interests and experience. Despite the fact that everybody imparts data and assets to other gathering individuals, every part is in charge of their own work. Groups are of two types, formal and informal, accompanying their own particular characteristics. But most of times, a team is better than a group due to characteristics such as team synergy, cohesiveness, belongingness, sense of responsibility etc.

Types of Groups

The groups can be classified on the basis of the structure of the organization. These are:

- Formal Groups
- Informal Groups

  The analytical classification of the groups can be done as follows:

  - **Primary Groups:** Primary group refers to the small social group whose members are closely related to each other and share an enduring relationship. Examples of these groups could be family members, friendship groups and highly influential social groups. Here the group members have an intimate relationship with each other and is characterized by face to face association and cooperation.
  - **Secondary Groups:** The secondary groups are more formal groups whose members come together to perform certain tasks. Here the group members are not emotionally associated with each other and do not get affected by the pain and the pleasure of others. Examples of these groups could be corporate groups, military, political group, factories, etc. Thus, a secondary group is more institutionalized in nature.

Why is a Team Better Than a Group?

Unlike in a group setting where each person is working independently, a team project relies on each member of the team to achieve success. Teams tend to get better results for a number of reasons. Teams can accomplish projects more quickly with more workers who all share the same commitment to quality of the goal.

While a group has its place in certain scenarios, a team environment is usually more effective in a business setting. The reason being where groups are made up of workers who have individual tasks and goals, teams are interdependent on one another for successfully achieving the same goal. When there is a common goal to be achieved, teams are more effective for a number of reasons:

- Communication is enhanced
- Resources and skills are combined for mutual purpose
- All members are focused on the same goal
- Collaboration is intrinsic

Because each member of the team has a role in interdependent tasks rather than individual tasks, the combined effort of the group is more powerful than individuals acting alone.

Objective of a Team

Some of the objectives of coming together as a team are:

Efficiency

Efficiency is a goal in some teams, although it actually contradicts objectives of others. In certain work processes, such as production and assembly or more labour intensive activities, efficiency is a primary team objective. However, in other work activities, like marketing, sales or service, efficiency is often contrary to other objectives related to achieving optimum results. When intended, work groups can collaborate to speed up workflow.

Better Ideas

One of the main reasons companies use work teams is to generate more and better ideas. As opposed to one individual focusing on a creative project or task, multiple people work together on generating ideas. This allows for more possible approaches to problem resolution or a creative project. It also allows for discussion of ideas to debate their pros and cons. Some people have more expertise to contribute to different topics in a work group. You can sometimes avoid bad mistakes through open discussion about a risky idea.

Morale

A more subtle objective of working in teams is improved morale. Social interaction and a sense of belonging are important to long-term employee retention and

commitment. When an organization sets up a structure with work teams, it provides a routine way for employees to work within a community and interact with others. Effective work teams also provide numerous opportunities for mental stimulation and emotional support. All of these social factors can improve individual, team and organizational morale.

Talent Collaboration

Maximizing the shared talents and expertise of members of a department or work group is another objective of working as a team. Within a group, one typically has people with an array of talents and life experiences. Over time, different people may take more active roles in projects or activities based on their unique skills. Additionally, teams can often better serve customers or clients. For instance, a commercial furniture sales team may consist of a sales lead, a designer and office support personnel. Each person plays a role in selling a furniture and design solution.

Objectives of a Group

The aims of working in small groups include the development of intellectual understanding, abilities and skills communication, cooperative and teamwork skills such as planning, management, leadership and peer support personal growth (increased self-esteem and self-confidence) professional growth (development of professional standards, values and ethics) independence and increased responsibility for own learning reflective practices (reviewing and reflecting, planning for the future).

Stages of Group Development

Groups proceeds through five stages of development. These stages and their characteristics are as follows:

1. **Forming**
    - Characterized by uncertainty about the group's purpose, structure, and leadership.
    - Activities focus on efforts to understand and define their objectives, roles, and assignments.
    - Interaction patterns tried out, discarded, or adopted.
    - The more diverse the group, the more difficult is forming; particularly sensitive stage for multicultural groups.
2. **Storming**
    - Characterized by conflict and confrontation.
    - Involves redefinition of group's tasks and goals.
    - Members may begin to withdraw.
    - If conflict is not suppressed at this stage, it will hinder future stages.

3. **Norming**
    - Characterized by cooperation and collaboration.
    - Cohesiveness begins.
    - Open communication, significant interaction, and efforts to agree on goals occur.
    - Behavioural norms are established.
4. **Performing**
    - Group is fully functional.
    - Structure and roles are set and accepted.
    - Some groups attain a level of effectiveness that remains more or less constant; others continue to change.
5. **Adjourning**
    - Termination of group activities resulting from task completion or goal attainment.
    - May be marked by very positive emotions as well as feelings of loss, disappointment, or anger, Punctuated Equilibrium Model
    - Temporary groups under time constrained deadlines go through transitions between inertia and activity—at the halfway point, they experience an increase in productivity.

Check Your Progress

1. Why is collaboration essential in an organization?
2. What are secondary groups?

12.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Collaboration is essential as it allows the achievement of goals through individuals working together in a group.
2. Secondary groups are more formal groups whose members come together to perform certain tasks.

12.4 SUMMARY

- Collaboration is the process where in an organization, two or more people work together in order to achieve goals. Cooperation and collaboration are similar.

- Collaboration is essential as it allows the achievement of goals through individuals working together in a group.
- A team is a group of people with a full set of complementary skills required to complete a task, job, or project. The effectiveness of any organization depends upon effective teamwork.
- The groups can be classified on the basis of the structure of the organization. These are:
  - Formal Groups
  - Informal Groups
- Primary group refers to the small social group whose members are closely related to each other and share an enduring relationship.
- Unlike in a group setting where each person is working independently, a team project relies on each member of the team to achieve success.
- While a group has its place in certain scenarios, a team environment is usually more effective in a business setting. The reason being where groups are made up of workers who have individual tasks and goals, teams are interdependent on one another for successfully achieving the same goal.
- Efficiency is a goal in some teams, although it actually contradicts objectives of others.
- One of the main reasons companies use work teams is to generate more and better ideas.
- Groups proceeds through five stages of development. These stages are forming, storming, norming, performing, and adjourning.

12.5 KEY WORDS

- **Inertia:** It is a tendency to do nothing or to remain unchanged.
- **Collaboration:** It is the action of working with someone to produce something.

12.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What is a team?
2. List the various types of groups.
3. What are the objectives of forming teams?

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Long Answer Questions

1. Why is collaboration important in business?
2. Discuss why teams are better than groups.
3. Describe the various stages of group development.

12.7 FURTHER READINGS

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UNIT 13 MANAGING EMOTIONS

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Structure

13.0 INTRODUCTION

In the previous unit, you learnt about teams and groups. In this unit, we will discuss how to manage emotions and the concept of emotional intelligence. According to William McDougall, 'An instinct is an inherited or innate psychophysical disposition which determines its possessor to perceive and to pay attention to, objects of a certain class, to experience an emotional excitement of a particular quality upon perceiving such an object, and to act in regard to it in a particular manner, or, at least, to experience an impulse to such an action'. On the other hand, the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically is known as emotional intelligence.

13.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss how one can build emotional competence
- Describe the various components of emotional intelligence
- Examine the concept of employee engagement

13.2 BUILDING EMOTIONAL COMPETENCE

In psychology, emotion is often defined as a complex state of feeling that results in physical and psychological changes that influence thought and behaviour. Emotionality is associated with a range of psychological phenomena, including temperament, personality, mood, and motivation. According to author David G.

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Meyers, human emotion involves 'physiological arousal, expressive behaviour's, and conscious experience.'

Why is emotion management important?

Stressful situations such as department changes and staff layoffs etc. are way too common in the workplace. How does one react to such stressful situations? Unprofessional behaviour in such situations tends to undermine ones professional reputation as well as work efficiency and productivity. Hence, emotion management is an important skill for a successful career. It helps one manage ones reactions, by underplaying one emotion when not appropriate and overemphasizing another one when one feels the job cannot be done without it.

Building emotional competence

Emotional competence is a skill that really does not get the consideration it deserves. In general public, that has for such a long time rewarded the merciless and relentless, there fortunately seems to be a renewed interest in being able to manage individuals and emotions or feelings rather than simple treating them like disappointments and frustrations that one should not have to deal with.

The first component of being emotionally competent is to comprehend one's own triggers and emotional reactions to things in life. This obviously is not constrained to the working life, one's own feelings and work emotions are vigorously intertwined, so one should consider these as one attempts to be more introspective.

The natural approach, particularly for high achievers, is to deny their feelings. If they feel stressed, they often disregard it so that the job in front of them can reach completion. That is a fine approach in isolation, however as more undertakings and earnest things spring up then the deferral/deny approach for the most part results in a type of outcome sometime later. It might mean a powerlessness to 'turn off' by the day's end, or pressure with one's companion or spouse. One should try to immediately deal with stress.

The individual you talk with more than any other person is yourself. Your own mind delivers a constant stream of ideas and suggestions that directly affect the way you feel and behave. The good news is that you can directly alter the thought streams that pollute your emotions and adjust them with empowering thoughts and ideas. The key to this is perceiving that you are feeling emotional. It tends to be extremely difficult to recognize these feelings if one is not used to it.

Moving on from just managing your own feelings, let's begin to delve into interaction with others. If you start to get a sense that you are treating someone a little bit unfairly because of your own frustration, stress or anger it does remarkable things to actually state it. Some people really worry that this will show an element of weakness that could work against them. This thinking compounds the problem

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and can actually fast-track you towards burnout. If you are open about your emotions when you speak to your team you create a new level of honesty and openness. A culture in which people are confident and comfortable to discuss how they feel is one that provides much stronger collaboration and creativity.

We should always seek to understand others before insisting on being understood. This is a really important element of emotional competence. By seeking to understand someone else's position before one's own one actually gains more information and can respond more appropriately. Showing that you understand the other person's position is a step that many miss. Often we will think to ourselves that the person we are speaking to seems angry or frustrated, but not actually acknowledge it. It is incredibly validating for people when someone recognizes how they feel.

13.2.1 Emotional Intelligence (EI)

As mentioned earlier, emotional intelligence refers to the capacity of being aware of or the ability to comprehend other people's feelings (emotions) and distinguishing each of these 'feels' and defining them appropriately and later the information derived is used for guiding the thought process and behaviour. This definition was later segregated and refined into four proposed abilities: perceiving, using, understanding and managing emotions. These abilities are distinct yet related. Emotional intelligence also comprises of abilities to connect intelligence, empathy and emotions to upgrade the thought and understanding of interpersonal dynamics. However, there is criticism regarding the definition of EI, with respect to both terminology and operationalization.

Different models of EI have led to the development of various measuring scales for the assessment of the construct. There are some instances of overlapping in these measures, although most researchers agree that they tap different constructs. Specific ability models address the ways in which emotions helps in comprehending thought and understanding. Emotions may complement the thought process and allow people to make better decision (Lyubomirsky et al. 2005). Aspects of emotional facilitation factor is to also know how to include or exclude emotions from thought process as per the situations or scenario. This is also related to emotional reasoning and understanding in response to the people and the environment.

Five Components of Emotional Intelligence

The different components of emotional intelligence are:

1. Self -Awareness: It is having a clear perception of one's personality that includes strength, weaknesses, thoughts, beliefs, motivation and emotions. It help us learn from the social interactions.

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2. Self- Regulation: It involves controlling one's behaviour, emotions and thoughts in the pursuit of long term goals. It is when a person or group governs itself without outside influence.
3. Social Skills: It is how one interact with wellness with other people. It is understanding the emotions of others and ourselves on a daily basis to interact and talk with others.
4. Empathy: It is being able to understand the feelings of other people. It helps people to play in all social relationship and also in workplace by sense power dynamics.
5. Motivation: When taken as a component of EI, motivation refers to intrinsic motivation. It means an individual is accelerate to meet personal goals and needs instead of being motivated by fame, money that comes in external motivation.

Goleman's EI Performance Model (Faltas, 2017)

According to Goleman, EI is a cluster of skills and competencies, which are focused on four capabilities: self-awareness, relationship management, and social awareness. Goleman argues that these four capabilities form the basis of various 'subscales' of EI. These are:

- emotional self-awareness
- emotional self-control
- adaptability
- achievement orientation
- positive outlook
- influence
- coaching and mentoring
- conflict management
- teamwork
- organizational awareness
- inspirational leadership

Bar-On's EI Competencies Model (Faltas, 2017), suggests that EI is a system of interconnected behaviour that arises from emotional and social competencies. The competencies have an influence on performance and behaviour. Bar-On's model of EI consists of five scales: self-perception, self-expression, interpersonal, decision-making, and stress management. Bar-On also proposed some EI concepts, including:

- self-regard,
- self-actualization,

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- emotional self-awareness
- independence,
- interpersonal relationships,
- empathy,
- social responsibility,
- problem-solving,
- reality testing,
- impulse control,
- flexibility,
- stress, tolerance and
- optimism.

Mayer, Salovey and Caruso's EI Ability Model (Faltas, 2017)

This model suggests that information from the perceived understanding of emotions and managing emotions is used to facilitate thinking and guide our decision making. The abilities and skills of EI can be divided into 4 areas – the ability to:

1. Perceive emotion: Perception of emotion, including being able to identify emotions in the facial and postural expressions of others. It reflects non-verbal perception and emotional expression to communicate via the face and voice.
2. Use emotion to facilitate thought: The ability to use emotions in order to aid thinking.
3. Understand emotions: The capacity to understand emotion, including being able to analyze emotions and awareness of the likely trends in emotion over time.
4. Manage emotion: An individual's personality with goals, self-knowledge and social awareness shaping the way in which emotions are managed.

In 2016, based on the developments in EI research, Mayer and colleagues argued that emotional intelligence is broad and hot intelligence. Mayer, Roberts, and Barsade (2018) include practical, social and emotional intelligence in their understanding of 'hot' intelligences. So-called 'hot' intelligences are those in which people engage with subject matter about people. EI can be positioned among these other 'hot intelligences'. It was argued that the specific abilities that EI consists of are specific forms of problem-solving. The four-branch model can be measured using the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT).

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How do you become more emotionally intelligent?

It's clear that we're all emotionally intelligent but we need to take more time to self-assess and work on our emotions. It takes practice but even small steps can make a big difference. When we look at leaders in some of the most successful companies, it is clear that these leaders have and show high level of the key components of emotional intelligence. It is important to keep in mind that these are a range of abilities. On an average, women tend to have higher emotional empathy: sensing how someone is in the moment, managing relations between people and groups. Goleman's view on the connection between emotional intelligence and leadership is that there are differences between men and women in this domain but as people grow, they pick up skills in needful areas.

Has emotional intelligence made a difference in the workplace?

Every day we make decisions charged with emotions. For instance, we have a gut 'feeling' that plan A is better than plan B and we sometimes make choices based on that feeling. When we understand the origin and source of these emotions, especially when working in a team, we are more at attuned to each other as teammates.

With globalization, emotional intelligence is more significant than ever. When teams are cross-cultural and global, the complexity of interactions and expressions of emotions increases. Emotional intelligence in the workplaces comes down to understanding, expressing and managing emotions to foster good relationships and solving problems under pressure.

Benefits of emotional intelligence at work

Gary Yukl, a prominent researcher in leadership suggests, 'Self-awareness makes it easier to understand one's own needs and likely reactions if certain events occurred, thereby facilitating evaluation of alternative solutions.'

For emotional intelligence to be effective, it has to start with an individual. An individual cannot enhance other people's well-being, improvement and sense of self without first understanding how he himself operates on an emotional level. Thus, what distinguishes good leaders is usually their level of emotional intelligence. EI and the skills it consists of help to develop a more effective workplace.

Motivation

We have already discussed motivation previously. To recapitulate, a cycle in which one's behaviour is influenced by thoughts and they are affected by the drive performance and then the cycle begins again, can be conceived as motivation. The cycle consist of stages and each stage have dimensions that includes intentions, effort, attitudes, beliefs and also withdrawal by which motivation gets affected that is experienced by an individual. Within the individual, the motivation is that which

purely exists and it is held by most psychological theories as a result of taking part in various activities and actions of social groups inside the context of culture.

13.2.2 Work Environment

NOTES

Let us now discuss the work environment.

Employee Involvement or Engagement

Employee engagement is a crucial concept, as it helps understand and describe, both qualitatively and quantitatively, the nature of the relationship between an organization and its employees. An 'engaged employee' is defined as one who is absorbed by and enthusiastic about their work. S/he takes positive action to further organization's reputation and interests. An engaged employee has a positive attitude towards the organization and its values. In contrast, a disengaged employee may range from someone doing the bare minimum at work (or 'coasting') to an employee who is damaging the company's work output and reputation. No wonder, an organization with 'high' employee engagement might be expected to outperform those with "low" employee engagement.

Employee engagement first appeared as a concept in Management Theory in the 1990s. It becomes widespread in management practice in the 2000s, even though it remains contested. It stands in an unspecified relationship to earlier constructs such as morale and job satisfaction. Despite academic critiques, employee engagement practices are well established in the management of human resources and internal communications.

Employee engagement today has become synonymous with terms like 'Employee Experience' and 'Employee Satisfaction'. The relevance is much more due to the vast majority of new generation professionals in the workforce who have a higher propensity to be 'distracted' and 'disengaged' at work. A recent survey conducted by StaffConnect suggested that an overwhelming number of enterprise organizations today (74.24%) were planning to improve employee experience by 2018.

Rewarding Employees

Rewarding employees or employee recognition is the timely, informal or formal acknowledgement of a person's or team's behaviour, effort or business result. It supports the organization's goals and values, and which has been beyond normal expectations. Appreciation is a fundamental human need. Employees respond to appreciation expressed in form of recognition of their good work as it confirms their work is valuable. When employees and their work is valued, their satisfaction and productivity rises. Such employees are motivated to maintain or improve their good work.

Praise and recognition are essential for an outstanding workplace. Everyone feels the need to be recognized as an individual or member of a group, to feel a

sense of achievement for work well done or even for a valiant effort. Everyone wants a 'pat on the back' to make them feel good.

NOTES

Check Your Progress

1. Define emotion.
2. Why is employee engagement crucial?

13.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. In psychology, emotion is often defined as a complex state of feeling that results in physical and psychological changes that influence thought and behaviour.
2. Employee engagement is a crucial concept, as it helps understand and describe, both qualitatively and quantitatively, the nature of the relationship between an organization and its employees.

13.4 SUMMARY

- In psychology, emotion is often defined as a complex state of feeling that results in physical and psychological changes that influence thought and behaviour.
- Emotional competence is a skill that really does not get the consideration it deserves. In general public, that has for such a long time rewarded the merciless and relentless, there fortunately seems to be a renewed interest in being able to manage individuals and emotions or feelings rather than simple treating them like disappointments and frustrations that one should not have to deal with.
- Emotional intelligence refers to the capacity of being aware of or the ability to comprehend other people's feelings (emotions) and distinguishing each of these 'feels' and defining them appropriately and later the information derived is used for guiding the thought process and behaviour.
- Different models of EI have led to the development of various measuring scales for the assessment of the construct. There are some instances of overlapping in these measures, although most researchers agree that they tap different constructs.
- It's clear that we're all emotionally intelligent but we need to take more time to self-assess and work on our emotions. It takes practice but even small steps can make a big difference.

NOTES

- A cycle in which one's behaviour is influenced by thoughts and they are affected by the drive performance and then the cycle begins again, can be conceived as motivation.
- Employee engagement is a crucial concept, as it helps understand and describe, both qualitatively and quantitatively, the nature of the relationship between an organization and its employees. An 'engaged employee' is defined as one who is absorbed by and enthusiastic about their work.
- Rewarding employees or employee recognition is the timely, informal or formal acknowledgement of a person's or team's behaviour, effort or business result. It supports the organization's goals and values, and which has been beyond normal expectations.

13.5 KEY WORDS

- **Stress:** It means a state of mental or emotional strain or tension resulting from adverse or demanding circumstances.
- **Intrinsic Motivation:** It refers to behaviour that is driven by internal rewards. In other words, the motivation to engage in a behaviour arises from within the individual because it is naturally satisfying.
- **Trigger:** It means distress, typically as a result of arousing feelings or memories associated with a particular traumatic experience.

13.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. Write a short-note on various models of emotional intelligence.
2. What is motivation?
3. Who is an engaged employee?

Long Answer Questions

1. Discuss the steps that one can take to build emotional competence.
2. What are the five components of emotional intelligence? Discuss.

13.7 FURTHER READINGS

Saarni, Carolyn. 1999. *The Development of Emotional Competence*. New York: Guilford Press.

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NOTES

UNIT 14 OVERVIEW OF MULTIPLE INTELLIGENCES

NOTES

Structure

14.0 INTRODUCTION

In the previous unit, you learnt about managing emotions. In this unit, the discussion will turn towards multiple intelligences. The theory of multiple intelligences differentiates human intelligence into specific 'modalities', rather than seeing intelligence as dominated by a single general ability. The theory was first proposed by Howard Gardner in his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*.

14.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss Gardner's theory of multiple intelligences
- Examine the concept of time management
- Describe the ways to manage stress
- Explain competency based learning

14.2 MULTIPLE INTELLIGENCES

Let us discuss the concept of multiple intelligences through Howard Gardner's theory of multiple intelligences.

Howard Gardner's Theory of Multiple Intelligences

"It's not how intelligent a person is but how a person is intelligent"

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Howard Gardner reviewed the literature using eight criteria or 'signs' of an intelligence:

- Potential isolation by brain damage.
- The existence of idiots, savants, prodigies and other exceptional individuals.
- An identifiable core operation or set of operations.
- A distinctive development history, along with a definable set of 'end-state' performances.
- An evolutionary history and evolutionary plausibility.
- Support from experimental psychological tasks.
- Support from psychometric findings.
- Susceptibility to encoding in a symbol system. (Gardner 1983: 62-69)

Howard Gardner initially formulated a list of seven intelligences. His listing was provisional. The first two are ones that have been typically valued in schools; the next three are usually associated with the arts; and the final two are what Howard Gardner called 'personal intelligences'.

Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence.

Logical-mathematical intelligence consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. In Howard Gardner's words, it entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.

Musical intelligence involves skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. According to Howard Gardner, musical intelligence runs in an almost structural parallel to linguistic intelligence.

Bodily-kinaesthetic intelligence entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related.

Spatial intelligence involves the potential to recognize and use the patterns of wide space and more confined areas.

Interpersonal intelligence is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work

effectively with others. Educators, salespeople, religious and political leaders and counselors all need a well-developed interpersonal intelligence.

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Intrapersonal intelligence entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations. In Howard Gardner's view, it involves having an effective working model of ourselves, and to be able to use such information to regulate our lives.

In 1999, Gardener added an eighth intelligence:

Naturalist intelligence enables human beings to recognize, categorize and draw upon certain features of the environment. It 'combines a description of the core ability with a characterization of the role that many cultures value' (Gardner 1999: 41-43).

Emotional Intelligence and Learning Emotion

Based on Gardner's work of multiple intelligences, Peter Salovey (Yale) and John Mayer (now University of New Hampshire) began mapping in great detail how to bring intelligence to one's emotions. Hence the Emotional Intelligence (EI) concept formulated by Salovey and Mayer came into being. We have already discussed emotional intelligence previously. To briefly recapitulate, emotional intelligence (EI) is the 'capacity to reason about emotions, and of emotions to enhance thinking' (Mayer, Salovey & Caruso, 2004). EI describes an ability, capacity, or skill to perceive, assess, and manage the emotions of one's self, of others, and of groups. Some of the guidelines used for learning emotions include active listening, using vocabulary, developing the awareness about self, showing empathy and managing emotions and self-regulation.

14.2.1 Managing Changes and Time Management

Time management is the process of organizing and planning how to divide your time between specific activities. Good time management enables an individual to work smarter – not harder – so that one gets more done in less time, even when time is tight and pressures are high. Failing to manage your time damages your effectiveness and causes stress. It refers to the way that one organizes and plans how long one spends on specific activities. It may seem counter-intuitive to dedicate precious time to learning about time management, instead of using it to get on with your work, but the benefits are enormous. Some of the benefits of time management are as follows:

- Greater productivity and efficiency.
- A better professional reputation.
- Less stress.
- Increased opportunities for advancement.
- Greater opportunities to achieve important life and career goals.

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Failing to manage time effectively can have some very undesirable consequences which include:

- Missed deadlines.
- Inefficient work flow.
- Poor work quality.
- A poor professional reputation and a stalled career.
- Higher stress levels

List of Tips for Effective Time Management

After considering the benefits of time management, let us look at some ways to manage time effectively:

1. Set goals correctly

Setting goals that are achievable and measurable to improve time management. Use the SMART method when setting goals. In essence, make sure the goals one sets are specific, measurable, attainable, relevant, and timely.

2. Prioritize wisely

Separate ones tasks on how important and urgent they are in order to achieve good time management. For example, look at the daily tasks and determine which are:

- Important and urgent: Do these tasks right away.
- Important but not urgent: Decide when to do these tasks.
- Urgent but not important: Delegate these tasks if possible.
- Not urgent and not important: Do these tasks later.

3. Set a time limit to complete a task

Setting a time constraint will cause one to be more focused and efficient. For example, instead of working on a project and thinking of doing it until it's done, set a limit of, say, three hours.

4. Take a break between tasks

When doing a lot of tasks without a break, it is harder to stay focused and motivated. Allow some downtime between tasks by performing some mind-clearing exercises like taking a quick nap, going for a short walk, or meditating.

5. Organize yourself

Utilize the calendar by writing down the deadline for projects or tasks on them. Determine which days should be dedicated to which tasks.

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6. Remove non-essential tasks/activities

It is important to remove excess activities or tasks that add no value to your life. Determine what is significant and what deserves one's time. Removing non-essential tasks/activities frees up more time.

7. Plan ahead

Make sure every day is started with a clear idea of what you need to do. For example, the night before, you can write down a list of to-dos for the next day.

Implications of Poor Time Management

Now that the benefits of time management with some tips for effectively managing time are discussed, let us consider the effects of poor time management skills.

1. Poor workflow

The inability to plan ahead and stick to goals means poor efficiency. For example, if there are several important tasks to complete, an effective plan would be to complete similar tasks first. If you do not plan ahead, instead jumping from one task to another, it can lead to low productivity and workflow.

2. Wasted time

Poor time management results in wasted time. For example, by talking to friends on social media while doing an assignment, one becomes distracted and wastes time.

3. Loss of control

By not knowing what the next task is, or not formulating a plan on how to achieve goals, one suffers from loss of control of one's life. That can contribute to higher stress levels and anxiety.

4. Poor quality of work

Poor time management will make the quality of work suffer. Trying to complete tasks at the last minute compromises quality.

5. Poor reputation

If clients or the employer cannot rely on an individual to manage time to complete tasks, their expectation and perception is adversely affected. If a client cannot rely on an individual to get something done on time, they will take their business elsewhere.

Importance of Time Management

Time management allows an individual to reduce stress and anxiety, free up more time in daily life, pursue more opportunities, achieve goals, and so much more.

Managing time well is not only important for your personal life – but also for career success.

NOTES

Check Your Progress

1. What is linguistic intelligence?
2. What is time management?

14.3 STRESS MANAGEMENT

Stress is the body's natural reaction to tension, pressure and change. Stress makes life challenging and less boring. Too much stress can cause mental and physical damage.

Signs of Stress

Some of the signs of stress include:

- Headaches
- Upset stomach
- Feeling uptight
- Anxiety
- Irritability
- Diarrhoea
- Lack of energy
- Loss of hope
- Poor concentration
- Overeating
- Skipping meals
- Frequent colds
- Clumsiness
- Anger
- Feelings of powerlessness
- Forgetfulness
- Indigestion
- Stomach knots
- Constant errors

- Difficulty making decisions
- Sadness
- Lack of interest
- Difficulty sleeping
- Oversleeping or sleepiness
- New or increased use of tobacco products, alcohol or other drugs

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Let us discuss some ways to manage stress.

Stress management strategy 1

Avoid unnecessary stress

1. **learn to say "no"**
   - know your limits. Refuse to accept added responsibilities in personal and professional life.
2. **Avoid people who stress you out**
   - limit the amount of time you spend with people who constantly cause stress.
3. **Take control of your environment**
   - Don't do things that make you anxious. Try and find different alternatives for performing activities that make you uncomfortable.
4. **Avoid controversial topics**
   - stop bringing up subjects that make you argue repeatedly or excuse yourself.
5. **Pare down your to-do list**
   - Analyse your schedule, responsibilities and daily tasks.

Stress management strategy 2

After the situation

1. **Express your concern in an open and respectful way.**
   - communicate your concerns in an open and respectful way.
2. **Be willing to compromise**
   - When you ask someone to change their behaviour, be willing to do the same.
3. **Be more assertive**
   - Deal with your problems head on, doing your best to anticipate and prevent them.

4. **Manage your time better**
    - Poor time management can cause a lot of stress.

Stress management strategy 3

NOTES

Adopt to the stressor

1. **Reframe problems**
    - try to view stressful situations from a move positive perspective.
2. **Look at the big picture**
    - Take perspective of the stressful situations. Ask yourself how important it will be in the long run.
3. **Adjust your standards**
    - perfectionism is a major source of avoidable stress.
4. **Focus on the positive**
    - When stress is getting you down, take a moment to reflect on all the things you appreciate in your life.

Stress Management Strategy 4

Accept the things one cannot change

1. **Do not try to control the uncontrollable**
    - Rather than focusing on things that cannot be controlled, focus on things you can control.
2. **Look for the upside**
    - when facing challenges try to look at them as opportunities for personal growth.
3. **Share your feelings**
    - talk to trusted friend or speak to a counsellor.
4. **Learn to forgive**
    - Accept the fact that we live in an imperfect world and that people make mistakes.

Stress Management Strategy 5

Make time for relaxation

1. **Set aside relaxation time**
    - Include rest and relaxation in your daily schedule. Don't allow other daily schedule.
2. **Connect with others**
    - Spend time with positive people who change your life.

3. **Do something you enjoy everyday**
   - make time for leisure activities that bring you joy.
4. **Keep your sense of humour.**
   - The act of laughing helps your body fight stress in a number of ways.

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Stress management strategy 6

Adopt a healthy lifestyle

1. **Exercise regularly**
   - exercise helps in reducing and preventing the effects of stress.
2. **Eat a healthy diet**
   - Healthy food helps in coping with stress
3. **Reduce caffeine and sugar**
   - High caffeine and sugar provide often end in crash in mood and energy
4. **Avoid alcohol, cigarettes and drugs**
   - These might provide temporary escape but relief is only temporary.
5. **Get enough sleep**
   - Feeling tired will increase your stress because it may cause you to think irrationally.

Ways to Manage Stress

Some of the ways to manage stress are as follows:

- Think and stay positive
- Do not pressure yourself
- Accept your flaws
- Make a schedule
- Divide big task into smaller ones
- Divide big task into smaller ones
- Eat healthy
- Get proper sleep
- Exercise daily
- Relax yourself
- Avoid tobacco, drugs and alcohol
- Learn from mistakes
- Learn to say no

- Be organised
- Practice meditating

14.3.1 Competence Training

NOTES

A training method was introduced in Australia in the late 1980s. It is now a recognised method for vocational training, called *competency based training* or *competency based learning.* As the word 'competency' suggests, this type of training is based on building specific skills or competencies. It works by breaking down the process into simpler terms by focusing on a single skill at a time. Once the learner exhibits his proficiency in the first skill, he's allowed to move on to the next. These skills are classified into modules and typically, at the end of training, the individual receives some formal certification or qualification. Other names for this kind of training are outcome-based learning/training or skills-based learning/ training.

This type of training is more specifically useful in concrete learning rather than abstract learning. Here, the unit of learning is considered to be especially fine-grained, which is what makes it different from other non-related approaches. Every single skill, rather than being a course or module, is one single unit. Consequently, at one time, only one skill is worked upon, which is a small part of a big learning goal. Evaluation is based on the completion of that particular competency, and progressing to the next skill depends upon the mastery acquired in the previous one.

After that, comparatively complex competencies are learnt and separated from the others. An advantage of the competency-based learning is that if the individual displays mastery in certain skills then as a result, entire modules can be skipped. To decide this, prior learning assessing and formative training can be used.

As a Learning Method

Competency based learning is a learning method with primary focus on the learner's abilities. It works well with independent study and having the instructor in the role of the facilitator. Due to individual differences, every learner has a different understanding of different skills. This method allows people to learn those skills they find hard at their own pace, practicing and refining them however they need to, and then letting them move on to those they can grasp easily.

Instead of using the summative form of assessment, competency training requires the respective mastering of each skill, making it suited to learning credentials where safety is an issue. In the case of summative testing, a student who may have scored an 80% may or may not have an understanding of 20% of the learning outcomes. Even though this student has passed and will be allowed to progress,

he may be missing out on some essential abilities that will be required in later learning.

For instance, there's one student who's mastered vehicle control but has no understanding of traffic laws and another who knows most laws and has managed to learn almost complete control of a vehicle can be treated equally but only one of them will be allowed to drive.

The meaning of 'achieving mastery' varies with each domain. It is natural to expect a complete learning where safety threats are concerned. As in the case of abstract learning, the learner may only have to show that they can identify and use the formula as it may be required later, and when they have achieved this, the next stage will involve resolving the formula where the individual will be able to identify any mistakes he's making.

This method of studying is used usually with kinetic or skills-based learning and is also sometimes applied to abstract and/or academic learning for students who're out of sync with their curriculum. Educational institutions are trying to incorporate this methodology into their system, as it'll improve the students' performance, while still helping them maintain their pace of learning.

Best Practices

The main usage of competency profiling is that they provide assistance in learning and development by identifying the skills and behaviours required for a particular job. It allows the employees to check their own competencies and analyse whether or not they match with the requirements of the job they're applying for or anything else that they're interested in. This way, they can also find room for improvement.

Competencies enhance the learning experience by:

- Channelizing the individual's focus on the critical skills required for the job.
- Providing basic thresholds for assessing employee excellence and forming other assessment strategies.
- Enabling them to identify learning options/programs to meet both the needs of the employer and the employee.
- Supporting effective forecasting of organizational and project related learning requirements.
- Setting standards for assessment of learning at the individual and organisational levels.

Some of the common benchmark competency-based practices in learning and development are:

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Assessment against competencies

After defining the prerequisites (skills/competencies) for a job, the employers become capable of assessing the employees' competencies with their own criteria. This criteria is based on what is and what will be required for the current and future roles within the company respectively.

Assessment can occur in the following ways:

1. Self-Assessment: Employees are assessed on the basis of a common rating scale to assess each competency. Behavioural indicators for the competencies are used as standards for employee assessment. Compilation of these results is done, and the final report involves the complete assessment of both employee strengths and competencies requiring improvement. The information from this report can be used to support individual development by making a learning plan.
2. Multi-source/360: Multi source feedback, as the name suggests, involves more than one evaluator. It is similar to the self-assessment process. At minimum, the individual to be assessment and his employer is involved, but it can include more than one supervisor, like the ones the employee interacts with in the workplace. eg. superiors, team members, clients etc. A report is prepared to target the respective learning and development needs of the employees.

Implementation stages

Certain steps for implementation are suggested for mid to large organizations implementing competencies in learning and development in a corporate setup.

Step-1:

- Designing policies for incorporating skills and competencies in learning and development
- Design learning tools catering to individual needs and support learning planning
- Build a catalogue of learning resources organising them by competencies in the index. Organization specific programs should be categorized individually. This catalogue should be made widely available to all employees. This can be done by posting the catalogue online and implementing rules accordingly.
- Self-assessment and multi-source surveys should be developed and used for competency profiling, to be made available for job groups.
- Develop or acquire self-assessment and multi-source surveys and reporting processes as competency profiles become available for job groups (e.g., i-SkillSuite Assessment and Learning Plan modules). Self-assessment tools should be present on the organisation's website and further assessments

should be introduced as and when they become comfortable with the process.

- Training and communications related to competencies and their use in the learning and development process should be introduced.

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Step-2

- Aggregate analysis should be supported by designing and developing the necessary tools and conducting adequate assessments, also allowing the reporting of organizational strengths and the gaps.
- Figure out a way to improve the learning program in the favour of students by introducing competency based learning. Relevant changes should be implemented.
- Currently introduced processes for conducting evaluations should be revised within the organization and should integrate competencies, as required, to determine: the amount of progress or change that has happened in workplace behaviour the extent to which workplace behaviour and outcomes have changed, along with the return on investment for the training that has been given.

Benefits of Competency-Based Training

Quite a few benefits emerge from this type of training, both for the employee and the employer. These are as follows:

1. **Time Management:** Each module has been broken down into smaller units, which helps the individual give time to each topic as needed. The task thus becomes less daunting, because there's no pressure of committing to a larger program. This way, employees can fit the tasks into their schedule, without wasting too much time on them and compromising their productivity.
2. **User-directed:** User-directed models are self-paced, meaning that individuals can work with a skill at their own pace. Those who know a particular skill can skip ahead while others spend more time mastering it. This way, there's no need to get the entire team together.
3. **Reduced cost:** Less money is spent on this program as compared to others because of requirement of less components. It is more useful than a larger training program, as it still garners all the benefits for the employees as well as the employers.
4. **Allows personalization:** The entire program can be modified owing to an individual's needs, for maximised performance. Individuals are allowed to test out specific modules, thus taking their own pace with it. If someone knows a module, they can skip right ahead, thus completing a large training program faster.

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5. **Flexible use:** This program can be used either independently or simultaneously with other learning methodologies, based on the training goals. Also, it can be used in remedial teaching situations since individual units can be addressed independently.
6. **Better retention:** There is flexibility with the time at which the employees take the training units, that allows them to have better retention.
7. **Workplace integration:** Since this training involves objective learning for progression, it can be tied to career progress or involving pay raises in some cases.

In this model, for excellent performance in the education, training and development field the following knowledge/skill areas are deemed important.

52 competencies in this model are as follows:

1. Active listening: Many actions can be taken to ensure this to make listening in a verbal communication more effective.
2. Administration: To understand the administrative tasks that can be associated with the implementation of education, training and development activities.
3. Adult learning understanding: To understand the individual differences in learning as how adults acquire and use knowledge, skills, attitudes.
4. AV skill: To select and use audio-visual equipment and software.
5. Career development knowledge: To determine for the individual careers the relevance of personal and organisational issues and practices. For the individual careers, understanding the personal and organisational issues and practices that are important.
6. Coaching and Training: To distinguish between coaching and training and understanding each one's use in appropriate situation.
7. Compensation benefits: To understand and provide the necessary data input for the job evaluation process.
8. Competency identification skill: To identify knowledge and skills required for work requirements, tasks and roles.
9. Computer competence: To understand and use computers.
10. Conflict resolution: To identify the areas of conflict and many options that may facilitate the solution.
11. Counselling skill: To help individuals recognise and understand their own personal needs, values, problems, alternatives and goals.
12. Cost benefit analysis skill: To evaluate alternatives based on their financial, psychological and strategic benefits and disadvantages.

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13. Data reduction skill: To scan, synthesise and draw conclusions from data.
14. Delegation skill: To assign task, ensure their responsibly over it and provide authority to others.
15. Facilities skill: To plan and coordinate logistics in a well organised and cost effective manner.
16. Feedback skill: To provide view points, observations and conclusions about communication in an understandable way.
17. Futuring skill: To project trends and visualise potential and likely futures and their implications.
18. Government regulation: To identify the regulations and their impact on training and development activities.
19. Group process skill: To influence groups to perform tasks and meet the needs of their members.
20. Human Relations: Identifying the factors that affect interpersonal relations and findings ways to improve them.
21. Industrial Relations: To understand the difference between formal and informal working relationships and their implications.
22. Industry Understanding: To know the most important concepts and variables that define an industry or sector (for example, critical issues, economic vulnerabilities, measurements, distribution channels, inputs, outputs, information sources).
23. Intellectual Versatility: To recognize, investigate and use a wide range of ideas and methods. Think logically and creatively without unjustified influence on personal prejudices.
24. Library Skills: To be able to gather information from various sources and Identifying and using reference services and aids effectively.
25. Marketing Management: To know the different tasks related to marketing and its implications on training and development activities.
26. Model Building Skill: To develop theoretical and practical frameworks that describe complex ideas in understandable, usable ways.
27. Motivating: To understand the concepts of motivation and when the various stimuli are appropriate.
28. Negotiation Skill: To ensure agreements that take advantage of successfully representing a special interest in a decision situation.
29. Networking: To be able to understand the concept and figure out the benefits.
30. Objectives Preparation Skill: To prepare comprehensible statements which describe desired outputs.

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31. Operations Subject Material: To understand the various operations and their functions which are being taught.
32. Oral Communication: To identify the various factors that affect oral communication and take steps to improve its effectiveness.
33. Organisation Behaviour Understanding: To understand organizations as dynamic, political, economic and social systems having multiple goals and thus using this broader perspective as a foundation to further understand and influence events and change.
34. Organisation Understanding: To know the strategy, the structure, the electrical networks, the financial position, the systems of any specific organization.
35. Performance Observation Skills: To be able to track and describe behaviours and their effects on others and oneself.
36. Personnel/HR Field Understanding: To understand topics and workings in other HR areas (Organisation Development, Organisation Job Design, Human Resource Planning, Selection and Staffing, Personnel Research and Information Systems, Compensation and Benefits, Employee Assistance, Union/Labour Relations).
37. Policies Procedures: To understand different policies and procedures that influence the training and development activities.
38. Presentation Skills: To verbally present information and to ensure the intention is met.
39. Problem Solving: To solve problems with the help of rational problem solving processes.
40. Questioning Skill: To know the way adults acquire knowledge, skills and attitudes and further use them in various processes. Also to be able to understand individual differences in learning.
41. Records Management Skill: To store data so that it can be recovered easily afterwards.
42. Recruitment Selection: To be aware of the organisation policies on selection/ recruitment.
43. Relationship Versatility: To be able to adjust the behaviour to build relationships between a wide range of people and groups.
44. Research Skills: To select, develop and use various methodologies, techniques for collecting data and statistics for a formal investigation.
45. Social Legislation: To comprehend the impact of social legislation on training and development activities and the appropriate actions.

46. Specialised Specific Subject Material: To ensure having the necessary skills and knowledge for the conservation of the required training (that is not operational, trade or technical).

47. Team Building: To identify the factors that inhibit the effectiveness of the team and promote teamwork.

48. Education, Training and Development Field Understanding: To have the knowledge of the technological, social, economic, professional and regulatory issues in any field, also understand the role of education, training & development and its impact on individuals' learning for current and future jobs.

49. Education, Training and Development Techniques Understanding: To be aware and understand of the techniques and methods used in education and their appropriate uses.

50. Technical Subject Material: To comprehend the practical functions that are being taught.

51. Organisation specific subject material: To understand the specific roles of any organisation.

52. Writing Skills: The preparation of the written material that follows the rules of style and form that are generally accepted, are suitable for the public and are creative and completes the planned objectives.

NOTES

Check Your Progress

3. What is stress?
4. What is the main usage of competency profiling?

14.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals.
2. Time management is the process of organizing and planning how to divide your time between specific activities.
3. Stress is the body's natural reaction to tension, pressure and change.
4. The main usage of competency profiling is that they provide assistance in learning and development by identifying the skills and behaviours required for a particular job.

14.5 SUMMARY

NOTES

- The theory of multiple intelligences differentiates human intelligence into specific 'modalities', rather than seeing intelligence as dominated by a single general ability. The theory was first proposed by Howard Gardner in his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*.
- Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals.
- Bodily-kinaesthetic intelligence entails the potential of using one's whole body or parts of the body to solve problems.
- Time management is the process of organizing and planning how to divide your time between specific activities.
- Setting goals that are achievable and measurable to improve time management. Use the SMART method when setting goals. In essence, make sure the goals one sets are specific, measurable, attainable, relevant, and timely.
- The inability to plan ahead and stick to goals means poor efficiency.
- Poor time management will make the quality of work suffer. Trying to complete tasks at the last minute compromises quality.
- Stress makes life challenging and less boring. Too much stress can cause mental and physical damage.
- Some of the signs of stress include:
  - o Headaches
  - o Upset stomach
  - o Feeling uptight
  - o Anxiety
- A training method was introduced in Australia in the late 1980s. It is now a recognised method for vocational training, called competency based training or competency based learning.
- Competency based learning is more specifically useful in concrete learning rather than abstract learning. Here, the unit of learning is considered to be especially fine-grained, which is what makes it different from other non-related approaches.
- Competency based learning is a learning method with primary focus on the learner's abilities. It works well with independent study and having the instructor in the role of the facilitator.

NOTES

- The main usage of competency profiling is that they provide assistance in learning and development by identifying the skills and behaviours required for a particular job.
- Certain steps for implementation are suggested for mid to large organizations implementing competencies in learning and development in a corporate setup.
- In competency learning, the entire program can be modified owing to an individual's needs, for maximised performance. Individuals are allowed to test out specific modules, thus taking their own pace with it.

14.6 KEY WORDS

- **Savants:** It refers to a person with a high level of knowledge or skill, especially someone who is less able in other ways.
- **Stress Management:** It is a wide spectrum of techniques and psychotherapies aimed at controlling a person's level of stress, especially chronic stress, usually for the purpose of and for the motive of improving everyday functioning.
- **Networking:** It is the action or process of interacting with others to exchange information and develop professional or social contacts.
- **Marketing Management:** It is the organizational discipline which focuses on the practical application of marketing orientation, techniques and methods inside enterprises and organizations and on the management of a firm's marketing resources and activities.
- **Industrial Relations:** It is the multidisciplinary academic field that studies the employment relationship; that is, the complex interrelations between employers and employees, labour/trade unions, employer organizations and the state.

14.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What is musical intelligence?
2. What was the eight intelligence added by Gardner?
3. What are the benefits of time management?
4. What are the signs of stress?

Long Answer Questions

1. Examine Gardner's list of eight intelligences.
2. Discuss the implications of poor time management.
3. Describe some stress management strategies.
4. Explain the steps for implementing competencies in learning and development in organizations. What are the benefits of such training?

NOTES

14.8 FURTHER READINGS

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P.G. DIPLOMA IN HUMAN RESOURCE MANAGEMENT

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EMOTIONAL COMPETENCE

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